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ABSTRACT

The handbook presents training guidelines for the development of child care services training programs at the high school level. Twenty-four child care occupations are identified and briefly described. An occupational and task analysis of common functions in the different occupational areas are presented in tabular form. Recommended background training for the occupations are listed. Four suggested planned course statements in child care and a list of goals and competencies are given. A curriculum outline for child care occupational courses is structured according to the following goals: aids growth and development, guides behavior, plans and uses play activities and creative media, provides for physical needs, promotes health and safety, and demonstrates qualities required for employment. Each goal contains information on the following areas: competencies and concepts, content outline, learning experiences, and performance indicators. Nearly two-thirds of the document (128 pages) contains appended materials that can be utilized for child care program development and planning: instructional materials, addresses, other resources, rules and statutes governing child care in Oregon, equipment for a child care facility, equipment supply companies, course materials, work experience, tests and scales, records and forms, child abuse, feeding young children, and a poem. (EC)

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CHILD CARE OCCUPATIONS HANDBOOK

Pre-Publication Draft

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TABLE OF CONTENTS

Page

Table of Contents i

Foreword iii

Questionnaire v

Acknowledgments vii

Oregon State Board of Education ix

Introduction 1

Common Functions of Child Care Occupations (Diagram) 3

Child Care Job Descriptions 5

Occupational and Task Analyses 9

Recommended Background for Child Care Occupations 19

A Suggested High School Course of Study for Child Care Occupations 21

Planned Course Statements 23

Goals and Competencies for Child Care Occupations Curriculum 37

Child Care Occupations Curriculum 41

Appendix A - Instructional Materials 91

Appendix B - Addresses 105

Appendix C - Other Resources 115

Appendix D - Rules and Statutes Governing Child Care in Oregon 119

Appendix E - Equipment for a Child Care Facility 135

Appendix F - Equipment Supply Companies 143

Appendix G - Course Materials 147

Appendix H - Work Experience 173

Appendix I - Tests and Scales 187

Appendix J - Records and Forms 195

Appendix K - Child Abuse 199

Appendix L - Feeding Young Children 205

Appendix M - A Poem 215

FOREWORD

The need for a child care service handbook was accentuated when the first occupational child care programs were approved in 1969. Even though child care services do not yet qualify as an occupational cluster,* more people are entering the field each year. This handbook was developed as a training resource so that the new child care workers can build their careers on a solid foundation of knowledge and experience.

The format of the handbook is similar to previous occupational guides and reflects the work being done on the new graduation requirements. The curriculum section, which shows the relationships between goals, competencies and performance indicators, is compatible with the program suggested by the new requirements. Also, the handbook includes sample Planned Course Statements which follow the Guidelines for Planned Course Statements (Oregon State Board of Education, September, 1974).

To help us revise and improve this draft, we solicit your comments. A self-addressed evaluation form is enclosed for your convenience; please take a moment to fill it out and return it to the Department. Your comments are important. Let us hear from you!

Verne A. Duncan
Superintendent of
Public Instruction

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*To qualify as an occupational cluster, the job area must employ a minimum of 10,000 persons and have a replacement need of 2,000 persons every five years.

Child Care Occupations Handbook

YOUR VIEWS ARE IMPORTANT! After you read and examine this publication, please forward your comments to the publications staff of the Oregon Department of Education. Call us at 378-4776 or, for your convenience, use this response form.

PLEASE RESPOND so that your views can be considered as we plan future publications. Simply cut out the form, fold and mail it back to us. We want to hear from you!

Did you read this publication?

___ Completely
___ More than half
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___ Just skimmed

Does this publication fulfill its purpose as stated in the preface or introduction?

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___ Always yes
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___ Very easy to use
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Did you find this publication to be free of discrimination or biased content towards racial, ethnic, cultural and religious groups, or in terms of sex stereotyping?

___ Yes, without reservations
___ Yes, with reservations
___ No
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What is your impression of the overall appearance of the publication (graphic art, style, type, etc.)?

___ Excellent
___ Good
___ Fair
___ Poor

When this publication is revised, what changes would you like to see made?

Additional comments. (Attach a sheet if you wish.)

ACKNOWLEDGEMENTS

During the summer of 1974, two home economics teachers, Connie Tarasawa, (Beaverton High School), and Cherie Baker, (Corvallis High School), developed a working draft of the child care services curriculum. They selected an advisory committee to review the content and recommend changes.

The first draft was assembled and written under the direction of Pauline Goodwin, Home Economics Specialist at the Oregon Department of Education; Jean Spaulding, Specialist for Primary Education at the Department, provided valuable advice.

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INTRODUCTION

The term "Working Mother" is no longer a unique phrase in our vocabulary. According to the Department of Labor, 1973,* there are about 32.9 million women in the labor force today. Twelve million of those working women have children under the age of 18, and one out of three mothers have children under six years of age. Between 1975 and 1985, the number of working mothers is expected to increase by 32 percent.

What factors are causing this increase? Why are mothers working? Mothers work outside the home because:

1) federal legislation provides for child care services and job training for welfare recipients.

2) attitudes of society, employers and families toward working mothers are changing.

3) there are new job opportunities.

4) educational attainment is increasing.

5) household appliances and convenience food are widely available.

6) federal legislation prohibits sex discrimination.

Another phenomenon related to working mothers is the increase in the number of single parent families. Every day more single fathers and single mothers are assuming the roles of household head and breadwinner. The growing numbers of single parent families and working mothers have spurred the demand for child care facilities and trained personnel.

Because the environment of early childhood greatly affects growth and development, child care facilities must meet high standards of service. Competent and knowledgeable people are needed by child centers to provide children with quality care and to help meet their developmental needs.

As the need for competent child care workers increases, more attention should be given to their education and training. Supervisors, directors, and teachers in child care programs must continue their studies beyond high school. Persons who wish to enter the field as aides and assistants immediately after high school need to complete their training before they graduate.

The child care service occupations program prepares a student for continued education and for entry into twenty-four or more related child care occupations. It also prepares a student for parenthood and other roles which involve making decisions about children.

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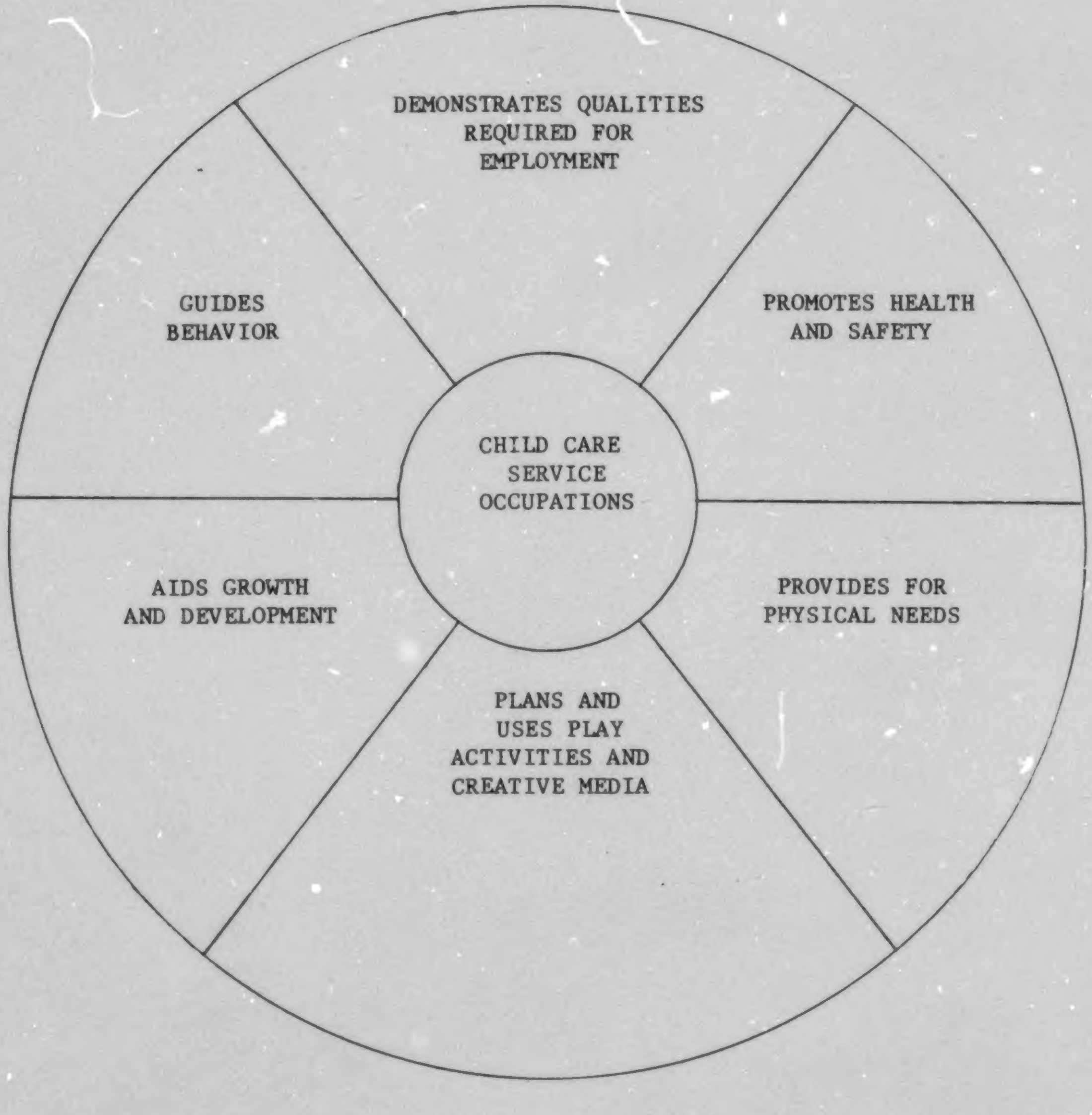
*U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Day Care Facts. Washington, DC: U.S. Government Printing Office, 1973.

The Child Care Services Handbook presents information which can be used to develop a high school child care services program. Teachers and curriculum consultants may wish to adapt the course descriptions and learning experiences to meet local needs and capabilities. Your comments and reactions to this guide are welcome. Please take a moment to respond to the questionnaire on page v.

COMMON FUNCTIONS OF CHILD CARE SERVICE OCCUPATIONS


DEMONSTRATES QUALITIES REQUIRED FOR EMPLOYMENT
GUIDES BEHAVIOR
PROMOTES HEALTH AND SAFETY
CHILD CARE SERVICE OCCUPATIONS
AIDS GROWTH AND DEVELOPMENT
PROVIDES FOR PHYSICAL NEEDS
PLANS AND USES PLAY ACTIVITIES AND CREATIVE MEDIA

CHILD CARE JOB DESCRIPTIONS

The following job descriptions for child care service occupations are reprinted from the Dictionary of Occupational Titles. Uncoded job titles which are applicable to the field are also listed. Activities not given in the original DOT description are placed in parentheses.

A person performing any of these jobs should, in addition to the activities described, assist in providing a warm and secure atmosphere wherever possible.

BABY SITTER - (See NURSEMAID 307.87[illegible]

CHILDREN'S HOME AIDE 359.878 Performs [illegible] outdoor activities in private home to help care for the pers[illegible] physical needs of infants. (Acts as a stable, loving person during that part of a child's life when a familiar individual is needed for normal growth and development.)

CHILDREN'S MATRON 349.878 Escorts child patrons of theatre to section reserved for exclusive use of children: Keeps children orderly and quiet. Attempts to remember when each child entered theatre and reminds him to go home after witnessing one complete performance.

RECREATION AIDE, PLAYGROUND AIDE 359.878 Performs duties to release teacher from noninstructional activities. Works directly with children, assists with play and directed activities, accompanies them on field trips, participates in games, and helps to maintain discipline and order. (Is especially aware of playground and outside safety factors. Knows immediately what to do and who to contact in case of injury or accident.)

CHILD-CARE ATTENDANT, FOR PRIVATE ESTABLISHMENT 355.878 Entertains children in nursery maintained by department store, country club, ski resort, or similar establishment as service to patrons, by reading aloud, organizing and participating in games, and giving elementary lessons in arts and crafts. (Keeps proper records on the location of each parent or guardian in case of emergency.)

NURSEMAID, CHILD MONITOR, NURSE, (children's) 307.878 Performs any combination of the following duties to attend children in private home: Observes and monitors play activities by reading to or playing games with children. Prepares and serves meals or formulas. Sterilizes bottles and other equipment used for feeding infants. Dresses or assists children to dress and with bath. Accompanies children on walks or other outings. Washes and irons clothing. Keeps children's quarters clean and tidy. May clean other parts of home. When in charge of infants may be designated as NURSE, INFANTS. When employed on a daily or hourly basis, may be designated as BABY SITTER.

HOUSEPARENT HELPER Helps to care for personal and physical needs of children and reads to children and accompanies them on outings. Helps to organize directed activities such as arts and crafts and participates in games, songs, and similar activities. Helps to maintain discipline and order.

ADOPTION AGENCY CHILDREN'S AIDE Performs duties to assist adoption agency personnel in providing services to help the adoptive parents and the adopted child be better prepared for a new family structure.

SALESPERSON, INFANTS' AND CHILDREN'S WEAR 263.458 Sells infants' and children's wearing apparel, nursery furniture, and bedding, performing duties as described under SALESPERSON. Advises customers on durability of merchandise and quantity to purchase for infants. Suggests gift items or sizes of infants' clothes. May sell infants' and children's shoes. SALESPERSON prepares sales slip or sales contract, receives payment or obtains credit authorization, prepares inventory of stock, places new merchandise on display and may requisition merchandise from stockroom.

CHILD-CARE ATTENDANT SCHOOL 355.878 Attends to personal needs of handicapped children while in school to receive specialized academic and physical training: Wheels handicapped children to classes, lunchrooms, and treatment rooms. Prepares children for, secures them in equipment, and lowers them into baths or pools, using hoists, for physical therapy treatments. Helps children to walk, board busses, put on braces, eat, dress, and perform other physical activities as their needs require.

COTTAGE PARENT 355.878 Serves mentally retarded and epileptic patients in their daily activities and needs: Observes patients and reports to supervisor any physical or emotional irregularity. Attends to personal hygiene of patients unable to help themselves. Dresses, undresses, and feeds severely retarded patients or directs these activities by others. Performs housekeeping duties in cottage. Accompanies patients to daily activities and maintains discipline. Prepares daily reports of cottage activities and keeps inventory of supplies. (Supplies the love and understanding that should be provided to those who are unable to live with their parents and families in their own home.)

CHILD CARE ATTENDANT, SCHOOL AIDE 359.878 Performs duties to release teacher from noninstructional activities, such as monitoring eating area, preparing materials, maintaining files, using audiovisual equipment and keeping records. Works directly with the children, reads to them, helps them with clothing, assists in play and directed activities, accompanies them on field trips, and helps to maintain discipline and order. Helps in routine care of center.

CHILD-DAY-CARE CENTER WORKER (PRESCHOOL CENTER AIDE) 359.878 Helps to care for personal and physical needs of children and reads, plays games, and accompanies him/her on outings. Stimulates child's independence. Helps to organize directed activities such as arts and crafts and participates in games, songs, and similar activities. Helps to maintain discipline and order. Helps in routine care of center. Assists in preparation and serving of snacks or meals.

SPECIAL SCHOOL COUNSELOR, ATTENDANT, CHILDREN'S INSTITUTION, HOUSE PARENT Cares for group of children housed in city, county, or other governmental institution, under supervision of superintendent of home: Awakens children each morning and insures that they are dressed, fed, and ready for school or other activity. Gives instructions to children regarding desirable health and personal habits. Provides and leads recreational activities and participates or gives instruction to children in games. May make minor repairs to clothing....May supervise housekeeping activities of other workers in assigned section of institution. May counsel or provide similar diagnostic or therapeutic services to mentally disturbed, delinquent, or handicapped children. (Is aware of good, positive guidance techniques in order to redirect inappropriate behavior.)

FAMILY DAY CARE PROVIDER Responsible for the care of from 5-12 children, between the ages of 30 months and 15 years, on a temporary basis in the home. Responsible for creating and implementing a warm, secure atmosphere conducive to meeting the developmental needs of the children.

FOSTER PARENT Parents who care for a child who is not their own, usually on a temporary basis. The parents try to meet the physical, emotional, and intellectual needs of the child. Children may return to parents' home during weekends and holidays. Foster parents may work under the supervision of the welfare agency. May prepare periodic reports concerning progress and behavior of children for welfare agency. Responsible for creating and implementing a warm, secure atmosphere conducive to meeting the developmental needs of children. Maintains an awareness of each child's background in order to provide the appropriate guidance and understanding.

PARENT Responsible for meeting the physical needs of their children (natural or adopted) as well as their emotional, social and intellectual needs. In addition, parents need to guide the child in establishing moral and spiritual values. Accepts child as an individual. Responsible for creating and implementing a warm, secure atmosphere conducive to meeting the developmental needs of children.

NURSERY SCHOOL ASSISTANT TEACHER Assists in program planning, record keeping, and contacting parents. Is aware of the goals of the program and communicates them to the public. Is familiar with the budget in relation to supplies and equipment and should be considered in suggestions. Maintains a clean, orderly room. Knows what records are kept in order to provide needed information. Works closely with the NURSERY SCHOOL TEACHER.

CHILD DAY CARE CENTER ASSISTANT HEAD TEACHER Works closely with head teacher. Assists in planning program appropriate to group. Participates in case conferences. Assists in keeping records of individual child's progress. Maintains good relationship with parents.

NURSERY SCHOOL TEACHER Responsible for the guidance of children three to five years old. Works with families in individual contacts so needs work in practical experiences with families. Sets schedule for the day. Conducts in-service training of assistants. Is familiar with the budget. Helps children to learn through relationships with others and activities. Keeps records of daily observations of children. Supervises the work of the assistant. Must be physically strong and healthy and emotionally stable.

Attends professional meetings and workshops; reads publications pertinent to the field. Is aware of current and pending legislation concerning child care.

CHILD DAY CARE CENTER HEAD TEACHER Responsible for assigned group of children, usually by age level. Plans and carries out program appropriate to needs of group. Works closely with program director and the assistant teacher. Supervises assistant teacher. Requisitions supplies and equipment. Responsible for maintenance of room and equipment. Confers with parents whenever needed. Participates in case conferences. Keeps records of individual child's progress. Is affectionate and understanding. Is physically hardy and emotionally stable. Attends professional meetings and workshops; reads publications pertinent to the field. Is aware of current and pending legislation concerning child care.

CHILD DAY CARE CENTER PROGRAM DIRECTOR Responsible for program developments. Develops budget and authorizes expenditures. Requisitions play materials and equipment. Works closely with teachers on program. Participates in case conferences. Develops resource materials for teachers. Responsible for in-service training of staff. Makes decisions relative to the needs of the program, its teachers, and the children involved. Is tactful and perceptive. Attends professional meetings and workshops; reads publications pertinent to the field. Is aware of current and pending legislation concerning child care.

CHILD DAY CENTER SUPERVISOR Responsible for management of day care center (when part of agency having several centers). Carries out agency policy. Requisitions supplies and equipment. Supervises maintenance staff. Arranges schedules. Promotes public relations. Greets visitors and parents and works with volunteers. Supervises the maintenance of facilities. Works closely with program director. Plans menus and supervises food service. Participates in case conferences. Conducts staff meetings. Attends professional meetings and workshops; reads publications pertinent to the field. Is aware of current and pending legislation concerning child care.

CONSULTANTS, ADVISORS, COUNSELORS TO CHILDHOOD EDUCATION PROGRAM Shares expertise and knowledge with child care personnel to strengthen the programs. Helps to ascertain the appropriate agency to meet the developmental needs of children. Attends professional meetings and workshops; reads publications pertinent to the field. Is aware of current and pending legislation concerning child care.

OCCUPATIONAL ANALYSIS
Identification of Common Functions for Child Care Services Occupations

Babysitter	Children's Home Aide	Children's Matron	Recreation Aide, Playground Aide	Child-Care Attendant for Private Agency	Nursemaid, Child Monitor, Nurse (children's)	Houseparent Helper	Adoption Agency Children's Aide	Salesperson, Infants' and Children's Wear	Special School Child-Care Attendant	Cottage Parent Helper	Child Care Attendant, School Aide	Preschool Center Aide, Day-Care Center Worker	Special School Counselor	Family Day Care Provider	Foster Parent	Parent	Nursery School Assistant Teacher	Child Day Care Center Assistant Head Teacher	Nursery School Teacher	Child Day Care Center Head Teacher	Child Day Care Center Program Director	Child Day Care Center Supervisor	Consultants to Childhood Education Program	FUNCTIONS
1	1	1	1	1	1	1	1		1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	1. Aids growth and development.
1	1	1	1	1	1	1	1		1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	2. Guides behavior.
1	1		1	1	1	1	1		1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	3. Provides for physical needs.
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	4. Plans and uses play activities and creative media.
1	1	1	1	1	1	1		1	1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	5. Promotes health and safety.
Performed by all child care occupations listed.																								6. Demonstrates qualities required for employment.

Checklist Code

1. Performs function as directed by another person.
2. Assists in planning and carrying out the function.
3. Responsible for planning and carrying out the function.

TASK ANALYSIS FOR CHILD CARE OCCUPATIONS

FUNCTION:
Aids Growth and Development

Babysitter	Children's Home Aide	Children's Matron	Recreation Aide, Playground Aide	Child-Care Attendant for Private Agency	Nursemaid, Child Monitor, Nurse (children's)	Houseparent Helper	Adoption Agency Children's Aide	Salesperson, Infants' and Children's Wear	Special School Child-Care Attendant	Cottage Parent Helper	Child Care Attendant, School Aide	Preschool Center Aide, Day-Care Center Worker	Special School Counselor	Family Day Care Provider	Foster Parent	Parent	Nursery School Assistant Teacher	Child Day Care Center Assistant Head Teacher	Nursery School Teacher	Child Day Care Center Head Teacher	Child Day Care Center Program Director	Child Day Care Center Supervisor	Consultants to Childhood Education Program	TASK
1	1	1	1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	1. Stimulates growth of independence.
1	1	1	1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	2. Helps child develop own individual and unique potential.
1	1	1	1	1	1	1	1		1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	3. Plans to meet individual developmental needs through observation.
1	1	1	1	1	1	1	1		1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	4. Establishes an environment aiding in child's physical, social, emotional, and intellectual growth and development.
1	1	1	1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	5. Aids child's understanding of his physical self and the world around him.
1	1	1	1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	6. Encourages development of child's curiosity and problem-solving ability.
1	1	1	1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	7. Plans activities that promote development of large and small muscles.
1	1	1	1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	8. Selects appropriate activities to promote growth and development of exceptional children.

Checklist Code

1. Performs the task as directed by another person.
2. Assists in planning and carrying out the task.
3. Responsible for planning and carrying out the task.

FUNCTION:
Guides Behavior

Babysitter	Children's Home Aide	Children's Matron	Recreation Aide, Playground Aide	Child-Care Attendant for Private Agency	Nursemaid, Child Monitor, Nurse (children's)	Houseparent Helper	Adoption Agency Children's Aide	Salesperson, Infants' and Children's Wear	Special School Child-Care Attendant	Cottage Parent Helper	Child Care Attendant, School Aide	Preschool Center Aide, Day-Care Center Worker	Special School Counselor	Family Day Care Provider	Foster Parent	Parent	Nursery School Assistant Teacher	Child Day Care Center Assistant Head Teacher	Nursery School Teacher	Child Day Care Center Head Teacher	Child Day Care Center Program Director	Child Day Care Center Supervisor	Consultants to Childhood Education Program	TASK
1	1	1	1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	1. Sets appropriate behavioral limits based on the child's stage of development
1	1	1	1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	2. Administers behavioral limits objectively.
1	1	1	1	1	1	1	1		1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	3. Helps child maintain a sense of self-worth.
1	1	1	1	1	1	1	1		1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	4. Fosters development of independence and self-discipline.
1	1	1	1	1	1	1	1		1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	5. Guides child's behavior in adjusting to new situations.
1	1	1	1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	6. Uses appropriate guidance techniques with exceptional children.

Checklist Code

1. Performs the task as directed by another person.
2. Assists in planning and carrying out the task.
3. Responsible for planning and carrying out the task.

FUNCTION:
Plans and Uses Play Activities and Creative Media

Babysitter	Children's Home Aide	Children's Matron	Recreation Aide, Playground Aide	Child-Care Attendant for Private Agency	Nursemaid, Child Monitor, Nurse (children's)	Houseparent Helper	Adoption Agency Children's Aide	Salesperson, Infants' and Children's Wear	Special School Child-Care Attendant	Cottage Parent Helper	Child Care Attendant, School Aide	Preschool Center Aide, Day-Care Center Worker	Special School Counselor	Family Day Care Provider	Foster Parent	Parent	Nursery School Assistant Teacher	Child Day Care Center Assistant Head Teacher	Nursery School Teacher	Child Day Care Center Head Teacher	Child Day Care Center Program Director	Child Day Care Center Supervisor	Consultants to Childhood Education Program	TASK
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	1. Provides play and creative materials which encourage the development of individual style and skill.
X	X		X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	2. Shares and shows interest in child's play and creative efforts.
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	3. Offers opportunities for free and structured play.
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	4. Provides a variety of active and quiet indoor and outdoor activities.
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	5. Considers social, emotional, intellectual, and physical needs for activities.
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	6. Aids in development of motor coordination through play and creative experiences.
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	7. Encourages exploration of sensory, verbal, musical, and aesthetic experiences, and materials.

Checklist Code

1. Performs the task as directed by another person.
2. Assists in planning and carrying out the task.
3. Responsible for planning and carrying out the task.

Tasks that may be fulfilled to a similar degree by each child care services occupation, are marked with an "X."

FUNCTION:
Plans and Uses Play Activities and Creative Media (Continued)

Babysitter	Children's Home Aide	Children's Matron	Recreation Aide, Playground Aide	Child-Care Attendant for Private Agency	Nursemaid, Child Monitor, Nurse (children's)	Houseparent Helper	Adoption Agency Children's Aide	Salesperson, Infants' and Children's Wear	Special School Child-Care Attendant	Cottage Parent Helper	Child Care Attendant, School Aide	Preschool Center Aide, Day-Care Center Worker	Special School Counselor	Family Day Care Provider	Foster Parent	Parent	Nursery School Assistant Teacher	Child Day Care Center Assistant Head Teacher	Nursery School Teacher	Child Day Care Center Head Teacher	Child Day Care Center Program Director	Child Day Care Center Supervisor	Consultants to Childhood Education Program	TASK
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	8. Selects and uses books, records, music, toys, games, stories, and play equipment appropriate for individual child.
												2		3	3	3	2	2	3	3	3	3	2	9. Evaluates books, records, music, toys, games, stories, and play equipment appropriate for individual child, in regard to purchasing.
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	10. Helps child assume responsibility for the correct use and care of equipment and materials.
2	2										2	2	2	3	3	3	2	2	3	3	3	3	2	11. Plans play activities and creative media to meet the special needs of the exceptional child.
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	12. Implements play activities and creative media to meet the special needs of the exceptional child.

Checklist Code

1. Performs the task as directed by another person.
2. Assists in planning and carrying out the task.
3. Responsible for planning and carrying out the task.

Tasks that may be fulfilled to a similar degree by each child care services occupation, are marked with an "X."

FUNCTION:
Provides for Physical Needs

Babysitter	Children's Home Aide	Children's Matron	Recreation Aide, Playground Aide	Child-Care Attendant for Private Agency	Nursemaid, Child Monitor, Nurse (children's)	Houseparent Helper	Adoption Agency Children's Aide	Salesperson, Infants' and Children's Wear	Special School Child-Care Attendant	Cottage Parent Helper	Child Care Attendant, School Aide	Preschool Center Aide, Day-Care Center Worker	Special School Counselor	Family Day Care Provider	Foster Parent	Parent	Nursery School Assistant Teacher	Child Day Care Center Assistant Head Teacher	Nursery School Teacher	Child Day Care Center Head Teacher	Child Day Care Center Program Director	Child Day Care Center Supervisor	Consultants to Childhood Education Program	TASK
											2	2	2	3	3	3	2	2	3	3	3	3	2	1. Plans nutritious snacks and/or meals.
1	1				1	1				1	2	2		3	3	3	2	2	3	3	3	3	2	2. Prepares and serves snacks and/or meals.
1	1				1	1				1	2	2		3	3	3	2	2	3	3	3	3	2	3. Uses sanitary procedures in handling and preparing food.
											2	2	2	3	3	3	2	2	3	3	3	3	2	4. Incorporates foods from other cultures.
1	1				1	1				1	2	2	2	3	3	3	2	2	3	3	3	3	2	5. Provides for unhurried meals.
1	1				1	1				1	2	2	2	3	3	3	2	2	3	3	3	3	2	6. Encourages a relaxed mealtime atmosphere free from criticism and arguments.
1	1				1	1				1	2	2	2	3	3	3	2	2	3	3	3	3	2	7. Fosters independent eating practices.
1	1		1		1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	8. Assists attainment of personal hygiene habits.
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	9. Aids in establishing independence in routines of toileting, bathing, and dressing.
1	1		1	1		1				1	2	2	2	3	3	3	2	2	3	3	3	3	2	10. Allows for a balance between activity and rest.
1	1			1		1				1	2	2	2	3	3	3	2	2	3	3	3	3	2	11. Provides adequate time and restful conditions for sleep.
1	1		1	1	1	1			1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	12. Considers and provides for the special physical needs of exceptional children.

Checklist Code

1. Performs the task as directed by another person.
2. Assists in planning and carrying out the task.
3. Responsible for planning and carrying out the task.

FUNCTION:
Promotes Health and Safety

Babysitter	Children's Home Aide	Children's Matron	Recreation Aide, Playground Aide	Child-Care Attendant for Private Agency	Nursemaid, Child Monitor, Nurse (children's)	Houseparent Helper	Adoption Agency Children's Aide	Salesperson, Infants' and Children's Wear	Special School Child-Care Attendant	Cottage Parent Helper	Child Care Attendant, School Aide	Preschool Center Aide, Day-Care Center Worker	Special School Counselor	Family Day Care Provider	Foster Parent	Parent	Nursery School Assistant Teacher	Child Day Care Center Assistant Head Teacher	Nursery School Teacher	Child Day Care Center Head Teacher	Child Day Care Center Program Director	Child Day Care Center Supervisor	Consultants to Childhood Education Program	TASK
X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1. Alert to potential hazardous or accident causing situations and materials.
X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	2. Removes possibly dangerous materials to reduce the occurrence of mishaps.
1	1	1	1	1	1	1		1	1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	3. Consistently maintains established safety limits.
X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	4. Uses appropriate safety procedures and skills in handling accidents.
1	1		1	1	1	1		1	1	1	2	2	2	3	3	3	2	2	3	3	3	3	2	5. Helps child develop and be responsible for good habits of health and safety.
X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	6. Recognizes signs of illness or discomfort and provides necessary care.
X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7. Practices health and safety measures applicable to the exceptional child.

Checklist Code

1. Performs task as directed by another person.
2. Assists in performing the task.
3. Responsible for accomplishing the task.

Tasks that may be fulfilled to a similar degree by each child care services occupation, are marked with an "X."

FUNCTION:
Demonstrates Qualities Required for Employment

Babysitter	Children's Home Aide	Children's Matron	Recreation Aide, Playground Aide	Child-Care Attendant for Private Agency	Nursemaid, Child Monitor, Nurse (children's)	Houseparent Helper	Adoption Agency Children's Aide	Salesperson, Infants' and Children's Wear	Special School Child-Care Attendant	Cottage Parent Helper	Child Care Attendant, School Aide	Preschool Center Aide, Day-Care Center Worker	Special School Counselor	Family Day Care Provider	Foster Parent	Parent	Nursery School Assistant Teacher	Child Day Care Center Assistant Head Teacher	Nursery School Teacher	Child Day Care Center Head Teacher	Child Day Care Center Program Director	Child Day Care Center Supervisor	Consultants to Childhood Education Program	TASK
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	1. Practices personal characteristics and hygiene important in securing and keeping a job.
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	2. Manages time and energy to do occupation effectively.
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	3. Displays use of professional ethics.
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	4. Demonstrates respect for the confidential nature of records and conversations concerning individuals in the facility.
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	5. Plans and works cooperatively with parents and/or co-workers.
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	6. Utilizes communication skills effectively.
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7. Works effectively with children.
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	8. Maintains equipment and supplies adequately.
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	9. Utilizes appropriate community agencies and resources.
											X	X	X	X	X	X	X	X	X	X	X	X	X	10. Identifies and applies current legislation, information, and research pertinent to the occupation.

Checklist Code

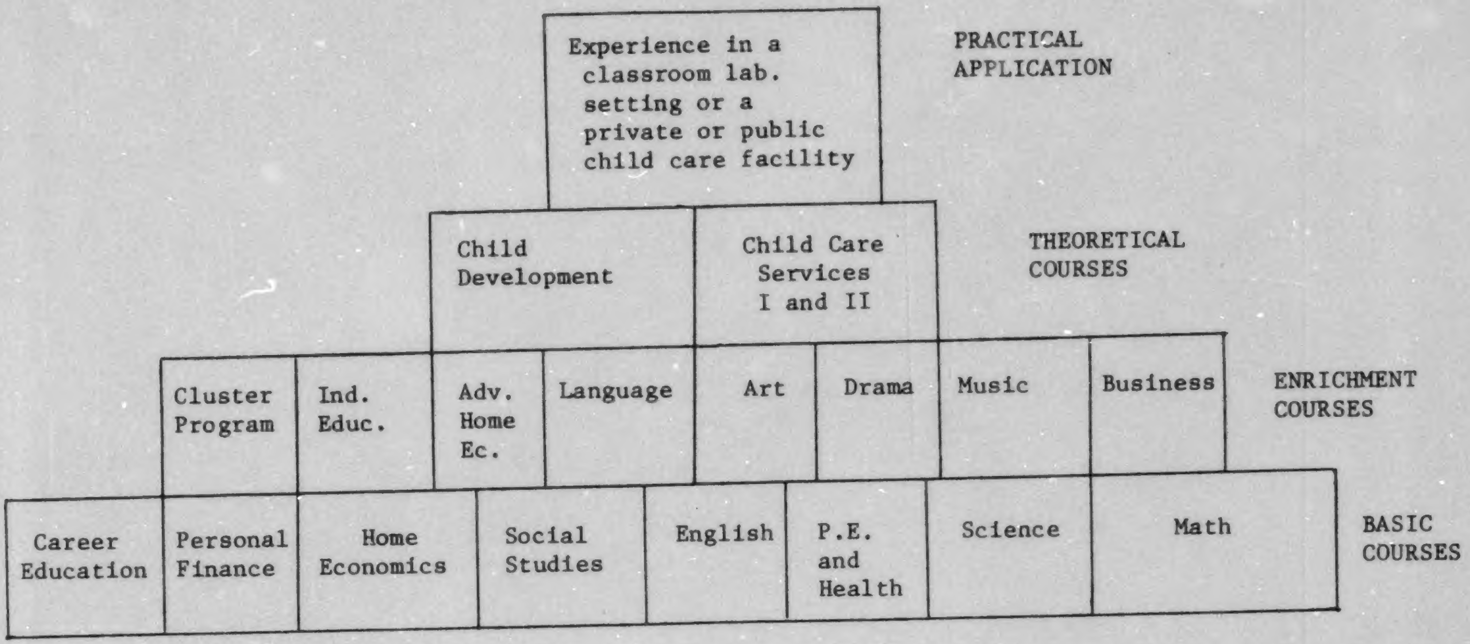
Tasks that may be fulfilled to a similar degree by each child care services occupations, are marked with an "X."

RECOMMENDED BACKGROUND FOR CHILD CARE OCCUPATIONS

Occupations in child care service require different types of training. The following diagram summarizes the educational background and experience needed to perform certain child care jobs.

HIGH SCHOOL DIPLOMA WITH COURSE WORK AND EXPERIENCE IN CHILD CARE	HIGH SCHOOL DIPLOMA, EXPERIENCE, AND SOME HIGHER EDUCATION SUCH AS COMMUNITY COLLEGE CHILD DEVELOPMENT ASSOCIATE DEGREE PROGRAM	HIGH SCHOOL DIPLOMA, EXPERIENCE, AND HIGHER EDUCATION DEGREE WITH EMPHASIS ON CHILD DEVELOPMENT AND BUSINESS MANAGEMENT
Parent	Special School Child Care Attendant	Nursery School Teacher
Foster Parent	Cottage Parent Helper	Child Day Care Center Head Teacher
Babysitter	Special School Counselor, Attendant	Child Day Care Center Program Director
Children's Home Aide	Family Day Care Provider	Child Day Care Center Supervisor
Children's Matron	Nursery School Assistant Teacher	Consultants, Advisors, Counselors to Childhood Education Programs
Recreation Aide	Child Day Care Center Assistant Head Teacher	
Child-Care Attendant for Private Establishment		
Nursemaid, Child Monitor, Nurse		
Houseparent Helper		
Adoption Agency Children's Aide		
Salesperson, Infants' and Children's Wear		
Child-Care Attendant, School Aide		
Preschool Center Aide, Child Day-Care Center Aide		

A SUGGESTED HIGH SCHOOL COURSE OF STUDY FOR CHILD CARE OCCUPATIONS



PLANNED COURSE STATEMENTS

The planned course statements which follow conform to the specifications set out in Guidelines for Planned Course Statements (Oregon State Board of Education, 1974). The statements are intended only as guides to assist districts in writing their own planned course statements.

PLANNED COURSE STATEMENT

Department Home Economics

Area(s) of Study Health - Career Education

Course Title Child Care

Course number ______________

Length of Course 9 weeks

No. of Credits .25

Grade Level(s) 7-9

Prerequisite(s) None

Credit by Exam Available? ☐ Yes ☒ No

Check One
- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)
- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course will deal with the various stages of growth including physical, intellectual, emotional and social development. The importance of children learning through play and the planning of activities appropriate for children will be included. Additional topics will be: planning simple snacks and meals, detecting signs of illness and proper care, safety procedures, and appropriate guidance techniques. A two or three week preschool or child care experience, either in class or through an established community program will be included.

Program Goal:

The student develops an understanding of self through knowledge of the developmental process.

Course Goals:

- The student will know the various stages of growth.
- The student will be able to propose a plan for appropriate activities for children of varying ages.
- The student will be able to understand the importance of play in the development of children.
- The student will be able to create simple snacks and meals for children of varying ages.
- The student will be able to know signs of illness and know the proper care that should be given.
- The student will be able to know safety procedures that need to be followed when caring for children of varying ages.
- The student will be able to know guidance techniques which can be appropriately used with young children.
- The student will be able to demonstrate ability to supervise children in a preschool or child care experience, under the supervision of an adult.
- The student will be able to attend to children in a babysitting or children's home aide capacity.

Minimum Survival Graduation Competencies:

- The student will be able to define the terms intellectual, social, emotional, and physical development.
- The student will be able to plan and serve simple snacks or meals to an infant, a toddler, and a preschool age child.
- The student will be able to identify at least four safety procedures to use with children of varying ages.
- The student will know guidance techniques to use with children.
- The student will have an opportunity to participate in a classroom or community child care program for children.
- The student will have an opportunity to attend to children in a babysitting or children's home aide experience.

Performance Indicators: (Optional)

- The student: Given a child's physical, intellectual, social and emotional stage of development, can plan at least two activities that would be appropriate for that child.
- Given a list of available foods, can plan one snack and one meal each, for an infant, a toddler, and a preschool age child.
- Given a situation, can identify the type of safety procedures that should be followed.
- Given a situation, can suggest two types of guidance techniques that can be appropriately used.
- Given a classroom or community child care experience, will participate in the program a minimum of 1 1/2 hours weekly for two weeks.
- Given the chance to participate in an early childhood program, will demonstrate good supervisory techniques with children 70 percent of the time, based on a checklist.
- Given a babysitting or children's home aide experience, will attend to children to the satisfaction of the parents.

PLANNED COURSE STATEMENT

Department Home Economics

Area(s) of Study Health - Career Education

Course Title Child Development

Course number ______________

Length of Course 18 weeks

No. of credits .50

Grade Level(s) 10-12

Prerequisite(s) Child Care

Credit by Exam Available? ☐ Yes ☒ No

Check One
- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)
- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Family decision-making and responsibilities of parenthood are included in the course, as well as prenatal and postnatal care of the mother and infant, and the growth, development and care of infants and toddlers. Physical, intellectual, emotional, and social development of children are covered in depth. Clothing, nutritional needs, health and safety of children and community resources available to families might also be part of this course. A six to nine week child care experience, either in class or through an established community program will be included. Experience with a variety of ages of children (infants through school age) as well as exceptional children will provide opportunities for students to plan, supervise, and observe children of varying ages and abilities. Students will learn about various occupations and their responsibilities in the child care profession, such as parenting, teaching, sales, and recreation.

Program Goal:

The student possesses the knowledge of growth and development from prenatal through early childhood.

Course Goals:

- The student will know the decisions a family needs to make in preparation for parenthood.
- The student will be able to understand the responsibilities of parenthood.
- The student will know the prenatal and postnatal care needed for the mother and the infant.
- The student will be able to know the stages of growth and development of an infant and toddler.
- The student will be able to know the types of care required by an infant and a toddler.

- The student will be able to understand the interrelationships of physical, intellectual, emotional and social development.
- The student will know types of clothing that are appropriate for children of varying ages and stages.
- The student will know the nutritional needs of children of varying ages.
- The student will be able to understand the needs of children for optimum health.
- The student will know ways in which the safety of children can be insured.
- The student will know what community resources are available for families.
- The student will have an opportunity to propose a plan of activities, supervise, and observe children of varying ages and abilities through a class or established community program for children.
- The student will be able to know the responsibilities inherent in various occupations in the child care profession, such as parenting, teaching, sales, and recreation.

Minimum Survival Graduation Competencies:	Performance Indicators:
- The student will be able to list some of the decisions and responsibilities of parenthood.	- The student: Given a case study, can explain at least five decisions and responsibilities of parenthood.
- The student will be able to define the types of prenatal and postnatal care needed by the mother and infant.	- Given a list of terms relating to prenatal and postnatal care needed by the mother and infant, can define the terms, with 75 percent accuracy.
- The student will be able to identify the developmental changes and care requirements of infants and toddlers.	- Given a list of developmental changes and care requirements of children, can identify the ones pertaining to infants and to toddlers, with 75 percent accuracy.
- The student will know how the various stages of growth relate to one another.	- Given an assignment, will be able to draw and explain a simple chart depicting how the various stages of growth relate to one another.
- The student will be able to understand how children's clothing needs vary.	- Given sample case studies of children of various ages, will be able to list four clothing needs of children of each age.
- The student will be able to understand principles of nutrition.	
- The student will know ways of insuring the health and safety of children.	
- The student will be able to identify a few community resources which are available for families.	
- The student will have an opportunity to participate in a class or established community program for children.	

Minimum Survival Graduation Competencies:	Performance Indicators:
(Continued)	(Continued)
- The student will be able to list some of the responsibilities of occupations in the child care profession.	- Given an assignment, will be able to list the nutritional needs of infants, toddlers, preschoolers, and school-age children. - Given a situation, can explain ways in which the health and safety of children can be insured. - Given a list of community resources, can identify five which would be useful for families. - Given a classroom or established community program for children will participate in the program a minimum of 2 hours weekly during a six week period. - Given the chance to participate in an early childhood program, will demonstrate good supervisory techniques with children 80 percent of the time, based on a checklist. - Given a list of occupations in the child care profession, can list at least five responsibilities for each occupation.

PLANNED COURSE STATEMENT

Department Home Economics

Area(s) of Study Health-Career Education

Course Title Child Care Services I

Course number ______________

Length of Course 1 year

No. of credits 2.0

Grade Level(s) 11-12

Prerequisite(s) None

Credit by Exam Available? ☐ Yes ☒ No

Check One
- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)
- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Covers the various stages of growth including physical, intellectual, emotional and social development. Decisions regarding parenthood and the responsibilities of parenthood are included. Prenatal and postnatal care of the mother and infant, and the nutritional needs, health and safety, and guidance techniques are other topics. Students will have a laboratory experience, either in a classroom child care facility or in an established community program. They will assist in planning the curriculum, setting it up, supervising, clean-up, observation, and evaluation. The importance of a child's developing a positive self-concept and motor perceptual skills, as well as parental involvement in the child care program and the ability to operate audiovisual equipment will be included. Another aspect of the course will be teaching exceptional children and individualizing curriculum to meet the needs of each child. There will also be a unit on child care occupations which includes self-understanding, interpersonal relationships, applying for a job, employment opportunities in the child care field, and factors involved in securing and keeping a job. Licensing regulations governing various child care facilities will also be covered.

Program Goal:

The student develops an understanding of the responsibilities involved in entry-level child care occupations.

Course Goals:

- The student will be able to understand the various stages of growth.
- The student will be able to understand the interrelationships of physical, intellectual, emotional, and social development.
- The student will know the decisions a family needs to make in preparation for parenthood.

- The student will know the prenatal and postnatal care needed for the mother and the infant.
- The student will know the nutritional needs of children of varying ages.
- The student will be able to understand the needs of children for optimum health.
- The student will know ways in which the safety of children can be insured.

Minimum Survival Graduation Competencies:

- The student will be able to define the terms intellectual, social, emotional, and physical development.
- The student will know how the various stages of growth relate to one another.
- The student will be able to list some of the decisions and responsibilities of parenthood.
- The student will be able to define the types of prenatal and postnatal care needed by the mother and infant.
- The student will be able to list nutritional needs at varying ages.
- The student will know ways of insuring the health and safety of children.
- The student will know guidance techniques to use with children.
- The student will be aware of activities that are appropriate for children of varying ages.
- The student will be able to plan and serve simple snacks or meals to an infant, a toddler, and a preschool age child.
- The student will assist in several aspects of a classroom child care facility or in an established community program.
- The student will be able to define positive self-concept.
- The student will be able to identify a few ways to involve parents in a child care center.
- The student will be able to operate several types of audio-visual equipment.

Performance Indicators: (Optional)

- The student: Given a child's physical, intellectual, social, and emotional stage of development, can plan activities that would be appropriate for that child.
- Given an assignment, will be able to draw a simple chart depicting how the various stages of growth relate to one another.
- Given a case study, can identify the decisions and responsibilities of parenthood.
- Given a list of terms relating to prenatal and postnatal care needed by the mother and infant, can define the terms with 75 percent accuracy.
- Given an assignment, will be able to list the nutritional needs of infants, toddlers, preschoolers, and school-age children.
- Given a situation, can explain five ways in which the health and safety of children can be insured.
- Given situations, can describe two types of guidance techniques that can be appropriately used in each situation.
- Given an assignment, can plan activities that are appropriate for infants, toddlers, preschoolers, and school-age children.

Minimum Survival Graduation Competencies:

(Continued)

- The student will be able to adapt a center's curriculum to meet the needs of exceptional children as well as each individual child.
- The student will be able to list factors involved in securing and keeping a job.
- The student will be able to list several licensing regulations governing various child care facilities.

Performance Indicators: (Optional)

(Continued)

- Given a list of available foods, can plan one snack and one meal each, for an infant, a toddler, and a preschool age child.
- Given a classroom child care facility, or an established community program can assist in at least two of the following areas: planning the curriculum, setting it up, supervising, clean-up, observation or evaluation.
- Given the opportunity to participate in an early childhood program will demonstrate good curriculum planning, setting up the center, supervising, clean-up, observation, or evaluation skills, based on checklists, 80 percent of the time.
- Given the term, positive self-concept, can explain it.
- Given a record player, 16mm movie projector, tape recorder, slide projector, filmstrip projector, can operate with 75 percent accuracy.
- Given a center's curriculum can identify two ways it can be adapted to meet the needs of each of the following: a blind child, a deaf child, a child with cerebral palsy, and a hyperactive child.
- Given a center's curriculum, can identify how the curriculum can be individualized to meet the needs of at least five children in the center.

Minimum Survival Graduation Competencies:	Performance Indicators: (Optional)
	(Continued) - Given case studies, can identify five factors involved in each study that contributed to an individual securing and/or keeping a job. - Given a list of possible licensing regulations, can identify those governing various child care facilities, with 75 percent accuracy.

PLANNED COURSE STATEMENT

Department Home Economics

Area(s) of Study Health - Career Education

Course Title Child Care Services II

Course number ______

Length of Course 1 year

No. of credits 3.0 Grade Level(s) 12

Prerequisite(s) None

Credit by Exam Available? ☐ Yes ☒ No

Check One
- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)
- ☐ Does Not Apply
- ☐ Independent Study
- ☒ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Students have the opportunity to gain additional on-the-job experience with children in various private and public agencies. Working with emotionally disturbed, physically or mentally handicapped, gifted or slow learners, or other exceptional children enhances the student's knowledge and expertise. Opportunities to work in various centers and with varying philosophies such as Montessori, day care, Head Start, kindergarten, elementary schools, and Latch Key programs will be included.

Program Goal:

The student has the knowledge and skills needed for entry-level employment or further education in home economics related careers.

Course Goals:

- The student will be able to participate in on-the-job experiences, with children in various private and public agencies.
- The student will be able to participate in planning a curriculum to meet the needs of emotionally disturbed, physically or mentally handicapped, gifted or slow learners, or other types of exceptional children.
- The student will have an opportunity to participate in a variety of centers such as: Montessori, day care, Head Start, kindergarten, elementary schools, preschools and Latch Key.

Minimum Survival Graduation Competencies	Performance Indicators: (Optional)
- The student will have the opportunity to assist in private or public centers for children.	- The student: Given the opportunity to visit a variety of private or public centers for children, can select at least one center in which he/she would like to assist.
- The student will be able to assist in planning and carrying out a curriculum devised for an exceptional child.	- Given conference time with the teacher or an assignment, can assist in planning and implementing a curriculum devised for an exceptional child.
- The student will have an opportunity to assist in, or, at the minimum, visit, a variety of centers, such as: Montessori, day care, Head Start, kindergarten, elementary schools, preschools, and Latch Key.	- Given transportation, can visit or assist in a minimum of two of the following types of centers: Montessori, day care, Head Start, kindergarten, elementary schools, preschools and Latch Key.

GOALS AND COMPETENCIES FOR CHILD CARE

OCCUPATIONS CURRICULUM

The goals and competencies listed here are consistent with the occupational and task analyses on pages 11-18. You will note that the functions identified in the analyses correspond to the goals of the curriculum section; the tasks correspond to the competencies.

The competencies are suggested skills which may be included in a child care occupations curriculum.

GOAL: AIDS GROWTH AND DEVELOPMENT

State the importance of preparing for parenthood and the responsibilities involved.
Recognize the importance of prenatal care for the mother and fetus.
Identify the various stages of prenatal development.
Describe the factors involved in the birth process.
Relate the necessity for postnatal care and assistance.
Describe the physical needs of the newborn infant and how they can be met.
Explain the environmental factors affecting the growth and development of infants.
Identify characteristics of physical, social, emotional, and intellectual growth of children at various stages of development.
Relate the elements of developmental patterns.
Establish an environment to aid a child's physical, social, emotional, and intellectual development.
Select appropriate growth and developmental activities for exceptional children.
Help the child become independent.

GOAL: GUIDES BEHAVIOR

Set appropriate behavioral limits based on child's stage of development.
Use objective guidance techniques to resolve problem behavior.
Use appropriate guidance techniques with exceptional children.
Help the child maintain a sense of self-worth.
Demonstrate the ability to foster development of independence and self-discipline.
Help children adjust to new situations.

GOAL: PLANS AND USES PLAY ACTIVITIES AND CREATIVE MEDIA

Plan creative activities which meet the social, emotional, intellectual, and physical needs of children.
Provide creative materials which encourage development of the child's individual style and skill.
Encourage exploration by children of sensory, verbal, musical, and aesthetic experiences and materials.
Plan and implement play and creative activities suitable for the exceptional child.
Plan and provide a balance of activities for children.
Select books, records, music, toys, games, stories, and play equipment and activities, appropriate for the individual child.
Help children assume responsibility for correct use and care of equipment and materials.

GOAL: PROVIDES FOR PHYSICAL NEEDS

Plan and prepare snacks and/or meals which meet nutritional standards of the U.S. Department of Agriculture and which are appropriate for the age and physical ability of the child.
Utilize appropriate sanitary procedures for handling food when preparing snacks and/or meals.
Identify the importance of, and ways to create, a relaxed mealtime atmosphere.
Foster the development of independent eating practices in children.
Identify criteria for selecting children's clothing.
Identify personal hygienic habits which children should develop; describe the methods for teaching such habits.
State the activities and conditions which promote good sleep habits.

GOAL: PROMOTES HEALTH AND SAFETY

Identify potentially hazardous situations and materials.
Use appropriate safety procedures and skills when handling accidents.
Help child develop and carry out good health and safety habits.
Identify signs of illness or discomfort in children and provide appropriate care.
Cite immunizations that are necessary for children and the age of initial immunization and subsequent boosters.

GOAL: DEMONSTRATES QUALITIES REQUIRED FOR EMPLOYMENT

Display personal characteristics which help to secure and hold a job.
Manage time effectively.
Demonstrate respect for the confidential nature of records and conversations concerning individuals in the facility.
Relate job application procedures and techniques.
Identify available child care employment opportunities.
Communicate effectively with children, co-workers, and parents.
Work cooperatively with children, co-workers, and parents.
Display professional ethics.
Identify and apply current legislation, information, and research pertinent to the occupation.
Maintain awareness of relevant community agencies and resources.
Maintain child care equipment and supplies.

CHILD CARE OCCUPATIONS CURRICULUM

The content, learning experiences and performance indicators suggested here indicate what a local district may include in child care occupations courses.

Please note that this section is organized by goals and competencies, not by specific courses. Concepts related to each competency or group of competencies are also outlined wherever appropriate.

Complete citations for instructional materials listed under "Learning Experiences" are given in Appendix A, pages 91-104.

GOAL: Aids in Growth and Development

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to state the importance of preparing for parenthood and the responsibilities involved. Concept: The decision on becoming a parent may be influenced by physical, social, emotional, psychological, and economic factors. Inherent in the role of parenthood, is the willingness to accept the responsibilities of meeting the physical and environmental needs of children.	1. Preparation for parenthood a. Influencing factors 1) readiness for parenthood a) financial b) physical c) emotional d) acceptance of parental role 2) knowledge of and willingness to accept responsibilities of parenthood a) education b) health and safety c) preparation for citizenship d) growth and development e) basic needs f) spiritual and moral guidance b. Family planning decisions 1) determining whether or not to be parents 2) spacing and number of children c. Knowledge of reproductive process
Competency: Students will be able to recognize the importance of prenatal care for the mother and fetus. Students will be able to identify the various stages of prenatal development. Concept: Knowledge of the reproductive process and the prenatal development and care of the fetus and mother increases the probability of a healthy baby.	2. Prenatal development and care a. Symptoms and signs of pregnancy b. Prenatal care of mother and fetus 1) nutritional 2) medical 3) physical a) importance of exercise b) effects of smoking, alcohol and drugs c) medication 4) emotional and psychological well-being c. Stages of prenatal development 1) growth and development of fetus a) first trimester b) second trimester c) third trimester 2) physical and psychological changes incurred by mother a) first trimester b) second trimester c) third trimester

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Panel to discuss factors influencing readiness for parenthood. Possible participants: newly married couple, parents, childless couple, financial advisor, member of the clergy, public health nurse, and family counselor. View and discuss filmstrip, "Parenthood: Myths and Realities." Attend one or more sessions of a family planning or genetic counseling class and/or interview the counselors for either one. Discuss the materials for the Red Cross course "Mother-Baby Care" for instruction on the reproductive process. Additional resources for this topic are: films, school or public nurse, obstetrician, charts, books and pamphlets.	The student: Given a list, can identify factors involved in preparing for parenthood. Can describe the responsibilities of parenthood. Given a case study, can identify the decisions involved in family planning.
Guest speaker to discuss prenatal development and care. Suggested speakers are: gynecologist or obstetrician, registered nurse, Red Cross representative or school or public health nurse. Materials on prenatal care and development. 1. Red Cross Mother-Baby Care course 2. Oregon State Board of Health films 3. Life magazine article and pictures on the developing fetus 4. Pampers materials on maternal health and baby care 5. Department of Health, Education and Welfare pamphlets View and discuss filmstrip on prenatal care, "More than Love." Visit an obstetric ward.	The student: Can explain the reproductive process. Given a list of terms relating to prenatal and postnatal care needed by the mother and infant, can define the term.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to describe the factors involved in the birth process. Concept: An understanding of the factors involved in the birth process, and types of medical assistance available, aids in increasing the physical and mental well-being of the parents.	3. Birth process a. Stages of labor b. Degree of medical assistance 1) natural childbirth 2) amount and type of anesthetic c. Degree of father's involvement
Competency: Students will be able to relate the necessity for postnatal care and assistance. Concept: Initial postnatal care of the mother and infant is necessary in maintaining optimum health.	4. Postnatal care and assistance a. Nutritional needs of mother 1) special diet for lactating mother 2) diet for optimum health b. Postnatal physical care of mother c. Initial physical care of infant
Competency: Student will be able to describe the physical needs of the newborn infant and how they can be met. Student will be able to explain the environmental factors affecting the growth and development of infants. Concept: The pattern established at birth for meeting the basic needs of the infant influences future behavior and development.	5. Needs of the newborn infant a. Physical needs 1) feeding 2) bathing 3) clothing 4) sleeping b. Environmental needs 1) love and attention 2) understanding c. Growth and development 1) preparation of siblings for new baby 2) stimulate growth a) intellectual b) verbal c) social d) physical e) emotional

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Ask local natural childbirth organization for materials or resources on natural childbirth. View film, "First Two Weeks of Life" which discusses the birth process, and postnatal care and development.	The student: Given charts, can identify the stages of prenatal development and the factors involved in the birth process.
Have students plan a diet which meets nutritional needs for: 1. a teen-age girl 2. an adult woman 3. a pregnant woman 4. a lactating woman	
Have students research and report on the LeLeche League. Invite a panel of mothers to discuss the initial physical care and needs of the newborn infants. View and discuss film, "Baths and Babies," and use pamphlets "Feeding Little Folks" and "Food for Young Children" on caring for the newborn infant. Read any of the following sources and discuss the environmental needs of the newborn infant: 1. Brisbane and Riker, The Developing Child 2. Spock, Baby and Child Care 3. Baker and Fane, Understanding and Guiding Young Children	The student: Given a list of the needs of the newborn infant, can define those needs and explain how those needs can be met. Given a case study, can identify how the environmental factors can affect the growth and development of the infant.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to identify characteristics of physical growth of children at various stages of development. Concept: Each individual has a unique pattern and rate of development.	6. Physical development a. Infants (birth-1 year) 1) vocalizing, nonspecific speech sounds 2) gross motor development 3) fine motor development b. Toddlers (1-3 years) 1) gross motor development 2) fine motor development c. Preschoolers (3-5 years) 1) gross motor development 2) fine motor development d. Children (6-8 years) 1) gross motor development 2) fine motor development e. Children (9-12 years) 1) gross motor development 2) fine motor development
Competency: Students will be able to identify characteristics of social growth of children at various stages of development. Concept: Attainment of social skills and a positive self-concept contributes to satisfying interaction with others.	7. Social development a. Types of social interaction 1) solitary 2) parallel 3) cooperative 4) dramatic b. Social interaction skills 1) sharing 2) cooperation 3) control of aggression 4) communication skills c. Development of a positive self-concept 1) increasing growth of self-respect 2) satisfaction with accomplishments 3) feeling of self-sufficiency in social interactions 4) adult assistance a) praise b) encouragement c) understanding d) independent activities

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Have students select and read on physical development from a variety of sources. From their reading have students list on the blackboard gross and fine motor development characteristics of children at various stages of growth. Observe children at various age levels (e.g., infants, toddlers, preschoolers) and record their gross and fine motor movements. Compare the observations. Using a development profile, such as the Denver Developmental Screening Test, observe the correlation between each area of development. Note how rates of development differ for each individual child and are not confined by age levels on a chart.	The student: Given a list of the stages of growth, can identify the developmental characteristics for each stage.
View the film, "Social Development." Discuss the various stages of social development depicted in it. Read Brisbane and Riker The Developing Child for background on the types of social interaction. Observe children at play noting the types of social interaction displayed. Report observations to class. Have class compare types of social interaction displayed by children at various ages. Discuss the importance of children attaining the social interaction skills of: 1. sharing 2. cooperating 3. controlling aggression 4. communicating In small groups discuss: 1. how to assist children in attaining each skill 2. how to determine a child's readiness for each skill	The student: Can identify the types of social interaction. Given a case study, can identify the social interaction skills involved in play. Can define "positive self-concept" and suggest ways adults can assist a child in attaining a positive self-concept. Given the definition of a positive self-concept, list ways in which the student's development of a positive self-concept might affect the child's development of a positive self-concept.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to identify characteristics of emotional growth of children at various stages of development. Concept: Successfully dealing with strong feelings and emotions leads to physical and emotional well-being.	8. Emotional Development a. Types of emotions and feelings 1) love and affection 2) joy and happiness 3) fear 4) failure 5) jealousy 6) anxiety 7) anger (hostility and frustration) 8) disappointment 9) shame b. Coping mechanisms for emotions 1) suppression 2) physically releasing tension 3) verbalization 4) seeking assistance from others

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
3. situations in which a child would use each skill. Invite a panel to discuss the importance of developing a positive self-concept and the ways adults can help children attain it. Panel participants might include: child psychologist, school counselor and/or psychologist, members of a clergy, specialist in the field of child development. View the film, "Guidance for the Seventies: Self-Esteem." Discuss the effect of a child care worker's self-concept on the development of a child's positive self-concept.	
Using a round robin technique, relate a personal experience with a strong emotion or feeling and describe the adaptive mechanism used to deal with it. Using the brain storming technique, identify possible adaptive mechanisms to help children cope with their strong feelings and emotions.	The student: Given case studies, can identify five types of strong emotions and feelings and suggest adaptive mechanisms appropriate in coping with each. Given a classroom situation, can suggest ways to aid a child in learning to cope with strong feelings and emotions.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to identify characteristics of intellectual growth of children at various stages of development. Concept: A flexible environment for learning allows for individual differences.	9. Intellectual Development a. Components of intelligence 1) perception 2) language 3) reasoning 4) creativity 5) judgment 6) imagination 7) curiosity 8) concept development 9) memory 10) comprehension 11) problem-solving ability b. Conducive environment 1) stimulating and varied activities 2) flexibility for: a) individual differences b) attention span c) interests d) rate of learning 3) atmosphere encouraging exploration and discovery
Competency: Students will be able to relate the elements of developmental patterns.	10. Elements of developmental patterns a. Correlation between physical, social, emotional, and intellectual development b. Unique rate of individual development c. Predictable developmental sequence d. Developmental sequence from general to specific

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Using the overhead projector, list the components of intelligence and their definitions which students have researched and defined.	The student: Given a list, can identify the components of intelligence.
After visiting several child care facilities compare each environment and its effect on a child's intellectual development. Suggest means by which facilities could be changed or improved to be more stimulating and flexible in meeting the intellectual needs of children.	Given descriptions of environment, can identify which ones are conducive to intellectual development.
Debate the rationale for creating an atmosphere which encourages exploration and discovery.	
Interview parents in an informal classroom situation to identify developmental patterns of their child.	The student: Can identify aspects of developmental patterns.
In large group list which aspects of development patterns were identified by each parent.	
List additional developmental patterns from supplementary reading.	
Invite a resource person to discuss the predictable developmental sequence and the procession of growth from the general to the specific.	

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to establish an environment to aid a child's physical, social, emotional, and intellectual development. Concept: A balance of learning experiences provides a rich and challenging environment enabling the needs of children to be met more fully.	11. Rationale for growth and developmental activities a. Development of large and small muscles b. Perceptual ability c. Curiosity and problem-solving ability d. Emotional release e. Growth of creativity and imagination f. Concept formation g. Expand vocabulary and word use h. Individual and unique potential i. Opportunities for social interaction
Competency: Students will be able to select appropriate growth and developmental activities for exceptional children.	12. Types of growth and developmental activities or materials a. Art b. Music c. Science d. Manipulative materials e. Large muscle equipment f. Small muscle equipment g. Dramatic play materials h. Creative expression materials

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
View the film, "Pathways through a Nursery School," or a video-tape of a child care facility program. Discuss developmental needs of children and how they are met by the activities shown; discuss which activity met each developmental area. Visit child care facilities or listen to presentations by teachers of young children and determine how a balance of activities can be established to facilitate growth and development. Through discussion determine general types of activities or areas aiding growth and development.	The student: Given a list of activities, can explain how each aids in growth and development.
Visit a facility specializing in the education of exceptional children. Determine what activities are used to meet the needs of these children.	The student: Given an assignment, can plan activities that will facilitate growth and development in different ways.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to help the child become independent. Concept: A feeling of self-worth and self-confidence is promoted through a child's search for independence. Through encouragement and praise, and planning activities which foster independence, adults can help children develop self-sufficiency.	13. Independence a. Necessity of independence 1) feeling of self-worth 2) building self-confidence 3) self-sufficiency 4) facilitating growth and development process 5) assuming responsibilities 6) promoting exploration and questioning b. Fostering the development of independence 1) time allowance for different rates of development 2) appropriate assistance for individual needs 3) skills for independence

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Read about the importance of developing independence in children. Suggested sources: 1. Baker and Fane, Understanding and Guiding Young Children 2. Brisbane and Riker, The Developing Child 3. Smart and Smart, Living and Learning With Children 4. Ginott and Haim, Between Parent and Child	The student: Given a case study, can identify ways in which independence is fostered in children and can explain the necessity of developing independence in children.
View film, "Pathways through a Nursery School"; and/or discuss how the activities in the film fostered the development of independence.	
Have students relate an incident in which their striving for independence was stifled or nurtured. Discuss how they felt in each incidence and how this knowledge might aid them in helping children achieve independence.	
Using the brainstorming technique identify several methods of fostering independence in children.	

GOAL: Guides Behavior

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to set appropriate behavioral limits based on child's stage of development. Concept: All problem behavior is caused; therefore, to alter the behavior, one must find the cause.	1. Possible causes of problem behavior a. Fatigue b. Seeking attention c. Problems at home d. Physical impairments e. Illness f. Over-stimulation g. Egocentric h. Hyperactive i. Variations in attention span and interest j. Individual personality characteristics
Competency: Students will be able to use objective guidance techniques to resolve problem behavior. Concept: An understanding of the different types and techniques of guidance results in effective selection and utilization.	2. Methods of guiding problem behavior a. Positive suggestions b. Behavior modification c. Logical consequences d. Natural consequences e. Redirection f. Restraint--physical or verbal

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Investigate possible causes of a child's problem behavior through observation, parent conference, group discussion and/or interaction with child. Using the overhead projector list the possible causes of problem behavior. Identify possible "labels" (such as spoiled, brat) for children who display behavioral problems. In small groups restate labels positively; compare positive terms in large group.	The student: Given an assignment, can list possible causes of children's problem behavior.
Role play the handling of a behavioral problem situation with one student being the child, another, the adult. Have these students then discuss their feelings about the roles they played. Discuss how labeling children might affect the success or failure they experience in handling problem behavior. Show filmstrip, "Your Child and Discipline." Research and report on a variety of guidance techniques using such references as: 1. Dreikurs, R., Children the Challenge 2. Patterson and Gullion, Living With Children 3. Dobson, J., Dare to Discipline 4. Galambos, J., A Guide to Discipline, and 5. Education development materials. Select a method of guiding problem behavior and use it when working with children. Record results of using the techniques; discuss the results in class.	The student: Given the terms "rightness" or "wrongness" of behavior, can identify affects these feelings might have on the handling of behavioral situations. Given a list of stages of development, can suggest appropriate guidance techniques for each stage. Given possible classroom situations, can explain affects labeling might have, if used when handling problem behavior. Given three specific behavioral situations, can identify appropriate guidance techniques to use in each situation. Given possible classroom situations, can describe ways in which behavioral limits can be set and maintained effectively.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to use appropriate guidance techniques with exceptional children. Concept: Depending on the situation, guidance techniques may need to be altered for use with exceptional children.	3. Identify guidance techniques for use with exceptional children

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Observe and record adult-child interaction in at least one of the following situations: 1. Behavioral limits set by an adult. Note why the adult set the limits, how they were defined and maintained, and how the child responded. 2. An adult fails to define behavioral limits clearly. Note the child's reactions. 3. After defining behavioral limits and adult fails to take any action to maintain it. Note the child's reaction and any subsequent problems.	
List the kinds of behavior of which you approve and disapprove in children. In large group compare lists. Discuss how this behavior was treated when the students were children and identify sources of feelings concerning the "rightness" or "wrongness" of behavior. How might these feelings affect the handling of behavioral situations in a realistic or objective way?	
Draw a slip of paper on which a behavioral situation is written. In small groups consider how children would act at different stages of development in that particular behavioral situation. How would the child's stage of development affect the method used to handle the situation? Discuss results with large group.	
Using the overhead projector, list guidance techniques. Discuss which techniques can be used to handle behavioral problems of exceptional children. Invite a panel of special education teachers and/or counselors, physical therapists, school psychologists, and speech and hearing therapists to discuss how guidance techniques may be used with exceptional children.	The student: Given case studies, can describe guidance techniques which can appropriately be used in handling problem behavior of exceptional children.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to help the child maintain a sense of self-worth. Concept: Positive suggestions provide constructive rather than limiting help and develop a positive feeling within the child and ourselves. Children receive satisfaction from doing things with an approving adult. When children are surrounded in an atmosphere of love and acceptance, behavior shaping techniques are more easily accepted.	4. Techniques which allow child to maintain self-image a. Positive suggestions b. Alternative suggestions c. Love and acceptance of child

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Choose a guidance technique such as positive suggestions, alternative suggestions, or love and acceptance; use it to handle a problem behavior situation. Note the child's response to the technique. Observe the use of positive and negative suggestions with a child. Determine which are used most often and the subsequent effect on the child. Role play the use of positive and negative suggestions in handling problem behavior. Alternate between giving and receiving both types of suggestions. In large groups explain how you felt in each role. List situations where alternative suggestions may be given. Devise alternative suggestions for each situation. Discuss how providing choices assists children in their decision-making ability and in their feeling of self-worth. Using the circle discussion technique, relate personal experiences in which love and acceptance was or was not used in handling a behavioral problem. Discuss how children might feel in similar situations.	The student: Given possible classroom situations, can identify how positive suggestions, alternative suggestions and/or love and acceptance can be used to handle behavioral problem situations. Given five negative statements, can restate them positively. Given case studies, can relate the probable outcome of using positive suggestions, alternative suggestions, or love and acceptance in behavioral problem situations.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to demonstrate the ability to foster development of independence and self-discipline.	5. Developing self-discipline a. Recognize and cope with stressful situations without adult's assistance 1) verbalize strong feelings 2) accept existence of strong feelings b. Acceptable outlets for feelings 1) language 2) physical activities 3) art and music
Competency: Students will be able to help children adjust to new situations. Concept: Expressing feelings in an acceptable but direct manner allows the individual to be free from emotional stress. Adult patience and encouragement assists the child in adjusting to new situations. When fears are seen in perspective, children can better deal with them.	6. Adjusting to new situations a. Types of situations 1) initial preschool or day care experience 2) new babysitter 3) unfamiliar surroundings b. Ways of adjusting 1) patience and encouragement from adults 2) preparation for situation ahead of time c. Differentiating between real and imaginary fears 1) recognize and interpret child's feelings of anxiety 2) aids in coping with fears

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Using the brainstorming technique, identify stressful situations which children may encounter. Using this list, observe and record three stressful situations and how the children coped with them. Discuss how an atmosphere can be created which is conducive to the expression and acceptance of strong feelings by children. Acceptance and encouragement by adults of children's strong feelings are two means of creating this type of atmosphere. Plan and implement activities which allow acceptable ventilation of child's strong feelings. Role play methods of helping children release strong feelings in stressful situations. Using a discussion technique, relate a new experience, such as the first day of junior high school. Discuss how someone helped--or might have helped--you adjust to this situation.	The student: Given a list of possible stressful situations which children may encounter, can relate acceptable outlets which may be employed. Can suggest activities which will allow for the acceptable release of children's strong feelings.
List types of new or unfamiliar situations with which children must cope. Draw a slip of paper on which a new or unfamiliar situation encountered by children is written. In small groups discuss how to help a child in dealing with this situation. Discuss the conclusions in large group. Locate and view a film on the fears of children. In small groups list fears of children. In large group compare the lists. From this list differentiate between the real and imaginary fears. How can you help children cope with these fears? Assist a child to adjust to a new situation or to deal with a real or imaginary fear. Report results to class.	The student: Given a list of possibly new or unfamiliar situations encountered by children, can suggest a way adults might help children adjust to each situation. Given a list of fears, can identify which are real and which are imaginary fears.

GOAL: Plans and Uses Play Activities and Creative Media

COMPETENCIES AND CONCEPTS

Competency:
Students will be able to plan creative activities which meet the social, emotional, intellectual and physical needs of children.

Concept:
The exploration of aesthetic experiences and materials needs to be an integral part of planned play and creative activities.

Imposed standards on the use of creative media stifle a child's individuality.

The developmental needs of each child must be considered in planning a balance of play and creative activities.

CONTENT OUTLINE

1. Activities to meet developmental needs
   a. Social needs
      1) dramatic experiences
      2) group activities
      3) imaginative play
      4) communication skills
   b. Emotional needs
      1) manipulative equipment
      2) aesthetic experiences
      3) sensory activities
      4) musical expression
      5) verbalization
      6) art media
   c. Intellectual needs
      1) conceptual exploration
      2) experiences increasing language skills
      3) perceptual awareness activities
      4) problem-solving and decision-making experiences
      5) creative and scientific explorations
   d. Physical needs
      1) manipulation materials
      2) gross motor coordination materials
      3) fine motor coordination materials
      4) art media
      5) rhythmic expression

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
As background for discussion read about play and creative activities and the needs they meet. Suggested references: 1. Nimnicht, McAfee and Meier, The New Nursery School 2. Scholastic Book Services, Teachers of Young Children 3. Croft and Hess, An Activities Handbook for Teachers of Young Children 4. Taylor, A Child Goes Forth 5. Pitcher, Helping Young Children Learn	The student: Can develop play and creative activities for each of the developmental needs of children.
Demonstrate possible classroom uses of artistic and dramatic materials. Examples might be: 1. Finger paint 2. Sack puppets 3. Play dough 4. Clay 5. Toothpick structures 6. Cornmeal basins 7. Puppets 8. Paint 9. Collage materials	
Invite a drama teacher to speak on writing scripts for children's plays or puppet shows and making puppets and costumes. Additional guest speakers on play and creative media might be: art teacher, band and/or orchestra instructor, choir director, science teacher, physical education teacher and English teacher.	
Have students make a toy or develop play materials from inexpensive equipment. In class discussion have students explain what developmental needs are met through using the toy or play materials.	
Visit centers in the community which emphasize intellectual development of children and note the types of experiences each center provides.	

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to provide creative materials which encourage development of individual style and skill. Students will be able to encourage the exploration by children of sensory, verbal, musical and aesthetic experiences and materials. Students will be able to plan and implement play and creative activities suitable for the exceptional child. Students will be able to plan and provide a balance of activities for children. Students will be able to plan play and creative activities for a well-balanced program. Concept: A balanced activity program meets the developmental needs of children.	2. Activities to develop individual style and skill a. Importance of promoting individual style and skill 1) creativity 2) curiosity 3) self-esteem and self-worth 4) imagination 5) realization of capabilities and unique potential b. Activities to promote individual style and skill 1) art 2) music 3) language 4) science 5) community involvement 6) dramatic play 7) imaginative experiences c. Activities in a well-balanced program 1) free and structured 2) active and quiet 3) indoor and outdoor 4) gross and fine motor 5) individual and group

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Plan and carry out a learning exercise in which a child experiences at least one of the following: 1. conceptual exploration 2. language skills 3. perceptual awareness 4. problem-solving or decision-making skills 5. creative or scientific explorations	
Use kit, "Me, Myself and I: How Preschools See Themselves."	
View film, "Children are Creative"; discuss ideas presented on individualizing media.	The student: Can list activities which encourage creativity and individuality in children.
Read "The Little Boy"; discuss the importance of promoting individual style and skill.	Can plan play and creative activities for the exceptional child which demonstrate a knowledge of their special needs.
Identify ways children's creative endeavors may be inhibited; using the brainstorming technique, develop a list of ways to stimulate creativity and individuality.	
In small groups, develop play and creative activities which promote individual style and skill in the areas of: 1. art 2. music 3. language 4. science 5. community involvement 6. dramatic play 7. imaginative experiences Present activities for discussion in large group.	
Using the overhead projector, list verbal and nonverbal communication techniques which can be used effectively with children to encourage creativity and individuality.	
Discuss importance of providing a well-balanced program of activities for children. List the components of such a program.	

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to select books, records, music, toys, games, stories, play equipment and activities appropriate for the individual child. **Concept:** The value of play equipment and materials to a child's development is not necessarily related to their cost. Proper selection of play equipment and materials insures maximum utilization of them by children. Suitable sources for play equipment and materials are not limited to retail outlets.	3. Toys, games, and play equipment a. Criteria for selection 1) safety 2) appropriateness for individual child 3) durability 4) cost b. Sources for materials 1) recyclable materials 2) wholesale outlets 3) donations 4) handcraft materials 5) retail outlets

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Visit child care facilities in the community, noting how each one provides a well-balanced program of activities. Compare findings in class. Plan a half-day's activities for a well-balanced program.	
For background on toy safety and appropriateness of play equipment, read: 1. Brisbane and Riker, The Developing Child 2. Baker and Fane, Understanding and Guiding Young Children 3. "Teens Explore Toyland" from Illinois Teacher 4. U.S. Department of Health, Education and Welfare, Playing Safe in Toyland and Children and Toys.	The student: Can list the criteria for selecting play equipment and materials for children.
Using toys from a child care facility or from home, evaluate them for safety, durability and appropriateness for the recommended age of child.	
Invite a representative from an educational materials outlet or a toy store to discuss materials currently available. In groups, research one source of play equipment, other than retail outlets. List materials and where they are available. Note the cost of each item.	Can identify sources for obtaining play equipment and materials.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to select books, records, music, toys, games, stories, play equipment and activities appropriate for the individual child.	4. Books, records, musical equipment a. Criteria for selection 1) safety 2) appropriateness for individual child 3) durability 4) cost b. Sources 1) educational materials outlet 2) wholesale outlets 3) donations 4) handcrafted items from recyclable and inexpensive materials a) flannel board b) musical equipment c) self-learning books d) puppets 5) retail outlets
Competency: Students will be able to help children assume responsibility for correct use and care of equipment and materials. Concept: Taking care of play equipment helps the child develop responsibility, respect for equipment and a feeling of belonging and being useful.	5. Use and care of equipment and materials a. Rationale 1) responsibility 2) respect for equipment 3) feeling of belonging and being useful b. Activities for children 1) put away toys 2) feeding pets 3) care for plants 4) clean and put away art materials 5) put up chairs 6) clean up after snacks

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Invite school or city librarian to give a presentation on one or more of the following topics: 1. selection of books for children 2. storytelling techniques and devices 3. types of literature appropriate for children (e.g., poems, fables, fairy tales, nursery rhymes, nonfiction) 4. topics appropriate for children.	
Following a presentation on criteria for selecting books, bring a child's book to class and discuss the stage of development for which it would be appropriate as well as how it meets the selection criteria.	
Discuss the criteria used to select records and musical equipment. Visit a child care facility to observe children participating in musical activities; note appropriateness of the activity for each child.	
Make a book, storytelling device, or musical instrument using recyclable or other inexpensive materials. Discuss in class how each project meets the criteria for selection.	
Research possible sources of books, records and musical instruments using catalogs, telephone directory, pamphlets, people and/or extension resources. Discuss results in class.	
Invite a guest speaker to discuss the rationale for children's helping to care for equipment. Possible speakers are child or school psychologist, child development specialist or family counselor.	The student: Can discuss ways in which children can assume responsibility for the correct use and care of equipment and materials.
Have a panel of parents discuss which household tasks and responsibilities their children assume.	Can identify the reasons for having children assume responsibility for the care of equipment and materials.
Following the panel presentation, identify additional tasks and responsibilities children might assume.	

GOAL: Provides for Physical Needs

COMPETENCIES AND CONCEPTS

Competency:

Students will be able to plan and prepare snacks and/or meals which meet the nutritional standards of the U. S. Department of Agriculture and which are appropriate for the age and physical ability of the child.

Students will be able to utilize appropriate sanitary procedures for handling food when preparing snacks and/or meals.

Students will be able to identify importance of, and ways to create, a relaxed mealtime atmosphere.

Students will be able to foster the development of independent eating practices in children.

Concept:

To safeguard the health of children, sanitary procedures need to be followed during the preparation of food.

If eating is to be a pleasant experience for the child, mealtime needs to be free from criticism and arguments.

When independent eating practices are encouraged and rewarded at mealtime, a child's feeling of self-worth is strengthened.

CONTENT OUTLINE

1. Food for children
   a. Planning considerations
      1) nutritional needs
      2) incorporation of new foods
      3) amount and form of food
      4) flavor, seasoning, texture and kinds of foods
   b. Preparation
      1) sanitary procedures
         a) wash fruits and vegetables
         b) use a different utensil for sampling than for stirring
         c) handle dishes and utensil by the portion not used in eating
         d) personal hygiene
            1) wash hands
            2) tie back or otherwise restrain long hair
            3) cuts or infections should be healed before handling food
            4) body cleanliness
         e) make sure food preparation area is always kept clean
      2) techniques
         a) use methods appropriate for food such as baking, broiling, frying
         b) consider children's appetites in deciding quantity
         c) serve food attractively and appetizingly
   c. Mealtime atmosphere
      1) unhurried
      2) free from criticism and arguments
      3) eating new foods are encouraged but not forced
      4) recognition of children's needs
         a) exploration
         b) hesitancy to try new things
         c) independence
         d) need to eat at own speed
         e) appropriate size of utensils and eating equipment

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
For background, read National Dairy Council, "Food Before Six," or McEnergy and Snydam, "Feeding Little Folks." Plan a day's menu for a specific age child. Invite a panel of people who prepare food for children to discuss the elements of planning and preparing meals. Panel members might include cafeteria personnel, dietitians, parents and child care facility cooks. List sanitary procedures to follow in preparing food. Contact health and sanitation agencies for additional procedures and controls. Using the pamphlet, "Healthy Snacks," or a similar reference, plan and prepare examples of snacks that are nutritional, attractively served and suitable for children of varying ages. Role play several possible mealtime situations. Depict the conditions which contribute to a pleasant, relaxed atmosphere. Visit a child care facility to observe ways in which independent eating practices are fostered. Afterward discuss additional ways to encourage independent eating practices. Become familiar with eating utensils for young children by visiting a local store or by listening to a store's representative make a presentation in the classroom. List any special considerations in developing independent eating habits or in planning and preparing for exceptional children.	The student: Can list factors to be considered in planning snacks and/or meals for children. Can plan and prepare a snack and/or meal considering children's needs. Can use sanitary procedures in the preparation of food. Can list factors to be considered in creating a pleasant mealtime atmosphere. Can identify the ways to foster children's independent eating practices.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
	d. Fostering independent eating practices 1) utensils and dishes used 2) form and size of food 3) assistance when needed 4) encouragement and praise 5) examples of adult behavior
Competency: Students will be able to identify criteria for selecting children's clothing. Concept: Comfort, attractiveness, and suitability contribute to the enjoyment of clothing and may influence a child's social and emotional development. Clothing construction affects the child's success in learning to dress without assistance.	2. Clothing for children a. Selection criteria 1) self-help considerations a) large buttons and buttonholes b) front openings c) big zippers with tabs d) large armholes e) snaps and grippers f) promotes coordination 2) durability 3) comfort and proper fit 4) washable 5) safe 6) growth allowances 7) cost 8) socially and emotionally acceptable to child b. Importance of self-help features in clothing 1) independence 2) self-confidence 3) responsibility 4) feeling of pride

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Invite a representative from a children's store to discuss criteria for selecting children's clothing. Read and discuss, "How to Select Infants' and Children's Clothing," or "What to Look for When Buying Infants' and Children's Clothing." Compile a checklist of features to consider when selecting clothing for infants and children. Evaluate a display of clothing using the checklist compiled. Visit a child care facility noting: 1. the effects that self-help clothing has upon the child 2. which self-help features are beneficial at various stages of development 3. if sufficient time is allowed for child to use self-help features 4. differences between child who has self-help clothing and one who does not. List any special features that need to be considered in selecting clothing for exceptional children.	The student: Can list the features to consider in selecting clothing for children. Can identify the reasons for self-help features in children's clothing.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to identify personal hygienic habits which children should develop; describe the methods for teaching such habits. Concept: Physical and psychological maturity is required for successful toilet training. Habits of cleanliness established in early childhood are the foundation for future attitudes toward personal hygiene.	3. Personal hygiene a. Personal hygienic habits 1) bathing 2) toileting 3) care of teeth b. Method of encouraging 1) adequate time for routines 2) varied techniques to allow for individual differences 3) behavior of others 4) appropriate hygienic equipment for child a) toothbrush b) child's toilet seat c) child's own cup or paper cup
Competency: Students will be able to state the activities and conditions which promote good sleep habits. Concept: The environment preceding and during rest periods affects sleeping habits.	4. Rest and sleep a. Balance between quiet and stimulating activities b. Quiet activities immediately preceding rest c. Adequate time for routine tasks before bedtime d. Regular schedule for naps and bedtime

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Read references such as Brisbane and Riker, The Developing Child, or Shuey, Wood, and Young, Learning About Children, for background information on developing children's hygienic habits.	The student: Can relate the personal hygienic habits that should be established in children.
Discuss which personal hygienic habits are important for children to develop and ways they might be encouraged.	Can cite the ways the habits of personal hygiene can be encouraged in children.
Invite a panel to discuss toilet training, including readiness for, techniques to use, and individual differences. Suggested panel members are pediatrician, child psychologist and child development specialist.	
Invite parents to class to share their techniques for encouraging good personal hygienic habits in their children and for promoting good sleep habits.	
Using the overhead projector, list the factors that aid in the preparation for bedtime and those conducive to sleep.	The student: Can list the factors and conditions which promote good sleep habits.

GOAL: Promotes Health and Safety

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to identify potentially hazardous situations and materials. Students will be able to use appropriate procedures and skills when handling accidents. Concept: A person who knows emergency procedures is more likely to remain calm and take proper action when the need arises.	1. Children and safety a. Potentially hazardous or accident causing situations and materials 1) toys--free from: a) toxic paint b) sharp edges that come off readily 2) toys inappropriate for age level of child 3) running a) with articles in hand b) inside a small, crowded area 4) swinging too high 5) climbing a) on unsturdy materials b) unsupervised 6) throwing of articles meant for other purposes 7) flammable or poisonous materials kept at child's level or unlocked 8) jumping from a) very high places b) unsteady base 9) wet surfaces or floors in a play area 10) no safety covers on electrical outlets not being used 11) plastic garment bag covers 12) unused refrigerators or chests 13) dangling cords 14) large equipment with moving parts 15) matches or lighters b. Procedures and skills for handling accidents 1) observe situation carefully before doing anything 2) knowledge of first aid 3) notify parents 4) have on file parental permission to call an ambulance or physician if parent or their physician cannot be reached

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Using the overhead projector, list potentially hazardous situations and materials. Using the list compiled above and the safety regulations given in the current child care facility licensing requirement handbook, develop a scale for evaluating safety features of a child care center. Evaluate a child care facility using the scale. Report results to class. Read for reference the leaflets from the Oregon State Board of Health--Governor's Committee on Home Safety and Gerber's Handbook of Child Safety. Discuss additional safety precautions. Secure the multi-media unit on safety from the Red Cross and use in class. Bring in newspaper clippings of accounts of accidents involving children. Discuss how these accidents might have been prevented. Invite a school nurse, public health nurse or medical-dental cluster teacher to discuss first aid techniques appropriate for accidents and injuries common to children. Have a panel of firemen, doctors, attorneys, ambulance attendant, and public health staff members discuss procedures and skills for handling accidents, the legalities of treating emergencies and appropriate agencies to contact for various emergencies. Practice first aid techniques for given situations.	The student: Can list potentially hazardous or accident causing situations and materials. Can list ways to reduce the occurrence of mishaps. Can list the appropriate procedures and skills for handling accidents and emergencies.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to help child develop and carry out good health and safety habits. Concept: Consistent safety limits give the child a feeling of security and lessen the probability of accidents.	2. Rationale for the development of good health and safety habits in children a. Carry over into future years b. Responsibility for own actions c. Security d. Independence
Competency: Students will be able to identify signs of illness or discomfort in children and provide appropriate care. Students will be able to cite immunizations that are necessary for children and the age of initial immunizations and subsequent booster shots. Students will be able to apply health and safety measures necessary for the exceptional child. Concept: The possibility of complications resulting from childhood illnesses is lessened when symptoms are recognized and appropriate care is given immediately. Optimum health is maintained by keeping immunizations current.	3. Children and health a. Illnesses and diseases common to children b. Signs of illness or discomfort and appropriate care c. Necessary immunizations for children and adults d. Health and safety measures necessary for the exceptional child

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Develop a rationale for encouraging good health and safety habits in children. Share the reasons in class. Using the round robin technique, relate health and safety habits acquired during childhood and how they were taught.	The student: Can state the reasons for developing good health and safety habits in children.
After reading about illnesses and diseases common to children, make a chart which includes for each disease: first signs, incubation period, how spread, how long contagious, prevention (immunization), care, most susceptible ages, and seasons of prevalence. Invite public health or school nurse to discuss necessary immunizations and the importance of keeping boosters up to date. Secure pamphlets, invite guest speakers, show films or visit agencies dealing with health and safety measures applicable to exceptional children.	The student: Can name and describe illnesses and diseases common to children and explain the appropriate care for each. Can list the immunizations which children and adults should have.

GOAL: Demonstrates Qualities Required for Employment

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to display personal characteristics which help to secure and hold a job. Concept: Job success is related to demonstrating good personal characteristics and hygienic practices.	1. Personal factors influencing employability a. Personal characteristics 1) punctuality 2) tact 3) cooperation 4) enthusiasm 5) self-confidence 6) perseverance 7) courtesy 8) dependable 9) maturity 10) sense of humor 11) likes children 12) initiative 13) flexible 14) willingness to accept direction 15) accepts criticism graciously 16) appropriate dress b. Personal hygiene 1) maintains optimum health and stamina 2) personal cleanliness 3) balanced diet 4) make-up used in moderation 5) clean and neatly groomed hair 6) good posture
Competency: Students will be able to manage time effectively. Students will be able to demonstrate respect for the confidential nature of records and conversations concerning individuals in the facility. Concept: Effective personal time and money management results in increased stamina, financial security and enthusiasm for work. Respect for the confidential nature of records and conversations insures the privacy and rights of the individual.	2. Personal factors contributing to job success a. Manages time effectively b. Respects confidential nature of records and conversations

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Invite a panel of representatives from state employment office, private employment agencies and the youth opportunity center to discuss personal characteristics and hygiene and job success. Evaluate own personal characteristics and hygiene in relation to possible employer expectations. Interview a person employed in a child care services occupation about factors which contribute to job success. Discuss what constitutes a nutritionally balanced diet. Use National Dairy Council materials as a resource. Use one or more of the following to become familiar with the ways to maintain optimum health and stamina, and good grooming techniques: 1. a representative from a modeling or charm school 2. cosmetic representative 3. beauty/barber school instructor 4. grooming kit 5. Charm	The student: Can list the personal characteristics and hygienic practices which influence employability.
Keep track of how you spend your time and money for a specified period. In class, discuss how to manage time and money more effectively. List additional responsibilities accompanying a job and how they affect time and money management. Discuss experiences concerning confidentiality and why it is important. Invite a panel consisting of counselors, child care teachers and supervisors and social worker to discuss the need for confidentiality of records.	The student: Given a hypothetical situation, can identify ways to manage time and money effectively. Can state the reasons for respecting the confidential nature of records and conversations.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to relate job application procedures and techniques. **Concept:** Knowledge of the factors involved in a job interview contribute to the likelihood of a more successful interview.	3. Job application techniques and procedures a. Application forms b. Job resume c. References and recommendations d. Interview preparation e. Social security f. Work permits g. Health requirements
Competency: Students will be able to identify available child care employment opportunities. **Concept:** Being aware of a variety of possible sources for determining available jobs and occupations increases the chances of securing employment. Individual needs can be met successfully with knowledge of the responsibilities and educational preparation required for various child care occupations.	4. Child care employment opportunities a. Sources for locating openings 1) newspaper 2) State Employment Office 3) private employment offices 4) youth opportunity center 5) word of mouth 6) school or career counselor 7) yellow pages of telephone directory b. Resources for determining possible occupations 1) Dictionary of Occupational Titles 2) occupational services guides 3) interviews with persons presently employed in the field 4) colleges and universities 5) professional organizations and publications 6) school or career counselors 7) other sources listing employment opportunities

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
View film, "Preparing for an Interview," produced by the Oregon State Employment Office. Invite one or more of the following resource people to discuss job application techniques and procedures: personnel director, representative from the State Board of Health, State Employment Office representative, Bureau of Labor staff member, supervisor of a child care facility. Practice filling out application forms, writing a resume and applying for a work permit and social security. Using a video-tape or tape recorder, present several interview situations with one of the following people: school principal, supervisor of a child care facility, career or placement service director, personnel director. Discuss favorable and unfavorable aspects of interview. Suggest possible questions the person being interviewed might ask in an interview.	The student: Under a simulated experience, can demonstrate the procedure for applying for a job.
Research and report on resources for locating employment. Share results in class. After using resources for determining possible occupations, list occupations in the child care field, noting the responsibilities and educational preparation involved for each. Contact school or career counselors, community college or university staff or child care educator for more information on the responsibilities and educational preparation for child care occupations.	The student: Can list the sources for locating available jobs. Can identify the responsibilities and educational preparation involved in child care service occupations. Can list resources which may be used to determine possible occupations.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Competency: Students will be able to communicate effectively with children, co-workers and parents. Concept: Development of better communication skills may result in more effective interaction with others. Acquiring the ability to work cooperatively with others helps to establish satisfying interpersonal relationships.	5. Human relations a. Communication skills 1) legible handwriting 2) correct grammar and enunciation of words 3) verbal expression easily understood by others 4) pleasing voice in tone and pitch b. Cooperation with others 1) encourage suggestions 2) acceptance of instruction and supervision willingly 3) consideration of other's needs and feelings 4) initiative in acceptance of responsibilities 5) willingness to accept additional responsibilities when necessary
Competency: Students will be able to display professional ethics. Students will be able to identify and apply current legislation, information, and research pertinent to the occupation. Students will be able to maintain awareness of relevant community agencies and resources. Students will be able to maintain equipment and supplies.	6. Professionalism a. Professional ethics 1) keep confidences and resist gossip 2) discuss concerns or problems with supervisors 3) try to see other's point of view 4) suggestions are offered constructively 5) willing to put forth extra effort to maintain high standards of facility 6) take pride in work 7) treat children as individuals and give equal consideration to each

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Throughout the course emphasize better spelling skills, legible handwriting, correct grammar usage, and enunciation of words. Use one or more of the communication skill development materials available, such as: 1. Tape: "Are you listening?" 2. "The Five Squares" 3. Film: "Berfunkle" 4. Film: "Effective Communication." Video-tape or tape record students interacting with children. During the play-back note use of correct grammar, enunciation of words, verbal and nonverbal communication and pleasing voice tone and pitch. List factors involved in working well with others. Interview persons working in human relations jobs about the factors which are important in good human relations. To illustrate misconceptions and hurt feelings that can result from gossip, play the game of "gossip." (Players are in a circle. First player whispers a word or phrase to the next player who in turn whispers it to the next player, etc. The last person in the circle says the word or phrase out loud as he/she understood it.)	The student: Can use desirable communication skills in both group and one-to-one situations. Can describe ways of working cooperatively with other employees.
Invite a guest speaker from a child care facility to discuss professional ethics expected of employees in their facility. Have a panel of employers discuss what professionalism means to them. Research current and pending legislation and licensing requirements through state and federal departments and Children's Services Division (or local licensing agency) publications.	The student: Given a situation, can identify the professional ethics which would apply. Can identify current and pending legislation and licensing requirements. Can list professional publications and organizations related to the field. Can describe community agencies and note resources available for maintaining professional awareness.

COMPETENCIES AND CONCEPTS	CONTENT OUTLINE
Concept: A professional attitude is as important as skills and abilities in holding a job. Better child care programs and more knowledgeable personnel result from keeping up-to-date professionally. Use of all available resources increases the opportunities for meeting the needs of individual children and families. Maintaining equipment and supplies sufficiently helps to reduce costs and accidents and increases the feeling of pride in the facility. Aiding in clean-up and maintenance of equipment is one of the responsibilities associated with working with children.	b. Keeping up-to-date professionally 1) current licensing regulations for various facilities 2) current legislation a) education and care of children b) child care facilities c) employment regulations 3) keeping informed through: a) professional meetings b) professional and research journals c) community sponsored programs c. Community agency and resource awareness 1) public service agencies a) library b) fire department c) police d) post office 2) private agencies a) banks b) attorneys c) realtors d) retail outlets 3) medical services 4) guidance 5) educational d. Responsibilities in maintaining equipment and supplies 1) clean-up of facility a) restrooms b) food area c) creative materials area d) creative play areas e) sweeping, mopping and/or vacuuming f) periodic thorough sanitizing and cleaning 2) maintaining equipment a) painting b) repairing c) refinishing d) replacing parts 3) encourage children's participation in care and use of equipment and supplies

LEARNING EXPERIENCES	PERFORMANCE INDICATORS
Review professional publications and organizations. Attend a professional meeting or workshop. Visit an agency and learn about services available. Report on each agency noting the services provided. Possible services might be: 1. referral 2. field trip 3. guest speaker 4. meetings open to the public. Invite a representative from a community agency to speak to class or take a field trip to an agency to learn more about it. Discuss the necessity and importance of clean-up, stressing the following points: 1. health of children 2. aesthetic value 3. psychological impact. Visit a child care facility noting division of responsibilities among workers for the care and maintenance of equipment and supplies. Ask the director to discuss the division of duties in the facility and the importance of keeping the facility clean, safe, and attractive. Decide on a possible division of responsibilities for the facility at which you are assisting. Be sure to include daily clean-up tasks, periodic sanitizing and clean-up procedures, and equipment maintenance. As a project, refurbish a piece of equipment at the facility where you are assisting. Using the circular discussion technique, suggest ways to encourage children's participation in care and use of equipment and supplies.	The student: Can list the correct procedures for maintaining equipment and supplies.

APPENDIX A

INSTRUCTIONAL MATERIALS*

Books, Articles and Pamphlets
Films
Filmstrips, Kits and Tapes
Periodicals

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*Addresses for publishers and producers of materials listed in this section will be found in Appendix B, page 105.

BOOKS, ARTICLES AND PAMPHLETS

The ABC's of Prenatal Care. Pittsburgh, PA: Heinz Baby Foods, 1963.

About Birth Defects. New York: March of Dimes, n.d.

Ames, Louise. *Child Care and Development*. New York: J. B. Lippincott Co., 1970. $7.20.

Arnstein, Helen S. *Billy and Our New Baby*. New York: Behavioral Publications, 1973. $4.50.

Axline, Virginia. *Dibs: In Search of Self*. New York: Ballantine, 1969. $1.25.

Axline, Virginia M. *Play Therapy*. New York: Ballantine, 1969. $1.25.

Baker, Katherine R. *Ideas that Work with Young Children*. Washington, DC: National Association for the Education of Young Children, n.d. $6.90.

Baker, Katherine R. *Let's Play Outdoors*. Washington, DC: National Association for the Education of Young Children, n.d. $1.00.

Baker, Katherine R., and Xenia F. Fane. *Understanding and Guiding Young Children*, Second Edition. Englewood Cliffs, NJ: Prentice Hall, 1971. $9.20.

Batelle Memorial Institute. *Early Childhood Development Programs and Services: Planning for Action*. Washington, DC: National Association for the Education of Young Children, n.d. $1.50.

Baths and Babies. New Brunswick, NJ: Johnson and Johnson, n.d.

Beard, Ruth M. *Outline of Piaget's Developmental Psychology for Students and Teachers*. New York: New American Library, 1972. $1.50.

Beck, Joan. *How To Raise A Brighter Child*. New York: Trident Press, 1967. $6.95.

Bellassai, Marcia, Doris N. Drug, and Vernon E. Palmour. *Evaluation of the Office of Economic Opportunity Child Development Center*. Rockville, MD: Westat Research, Inc., 1972.

Bettelheim, Bruno. *Love Is Not Enough*. New York: Macmillan, 1965. $1.50.

Biber, Barbara. *Challenges Ahead for Early Childhood Education*. Washington, DC: National Association for the Education of Young Children, n.d. $1.35.

Biber, Barbara, Edna Shapiro, and David Wilkens. *Promoting Cognitive Growth*. Washington, DC: National Association for the Education of Young Children, n.d. $2.25.

Bland, Jane Cooper. *The Art of the Young Child*. New York: Museum of Modern Art, 1968. $2.95.

Brisbane, Holly E., and Audrey Riker. *The Developing Child*. Peoria, IL: Charles O. Bennett Co., Inc., 1971. $7.80.

Callahan, Sidney. *The Working Mother: How Liberated Women Can Combine Work with Child Rearing*. Riverside, NJ: Macmillan Publishing Co., Inc., 1971. $5.95.

Carson, Ruth. *So You Want To Adopt A Child*. New York: Public Affairs Pamphlet #173A, 1968. 28 p.

Cavan, Ruth S. *Marriage and Family in the Modern World*. New York: Thomas Y. Crowell Co., 1969. $6.50.

Cazden, Courtney B. *Language in Early Childhood Education*. Washington, DC: National Association for the Education of Young Children, n.d. $3.00.

Cherry, Clare. *Creative Movement for the Developing Child: A Nursery School Handbook for Non-Musicians*. Belmont, CA: Fearon Publishers, 1971. $2.75.

Child Care Aide. Lubbock, TX: Texas Tech. University School of Home Economics, Department of Home Economics Education, 1969. Teacher's edition and student's edition. $16.00.

Cohen, Dorothy H., and Virginia Stern. *Observing and Recording the Behavior of Young Children*. New York: Teacher's College Press, Columbia University, 1967. $1.75.

Craig, Eleanor. *P. S. You're Not Listening*. New York: New American Library, 1973. $1.50.

Croft, Doreen J., and Robert D. Hess. *Teachers of Young Children*. New York: Houghton Mifflin Co., 1972. $10.25.

Cross, Aleene. *Introductory Homemaking*. New York: J. B. Lippencott Co., 1970. $7.20.

Discovering the Physical World. Englewood Cliffs, NJ: Scholastic Book Services, n.d. $2.65.

Dittman, Laura L. *Curriculum Is What Happens*. Washington, DC: National Association for the Education of Young Children, n.d. $1.75.

Dittman, Laura L. *What We Can Learn From Infants*. Washington, DC: National Association for the Education of Young Children, n.d. $2.00.

Dobson, James. Dare To Discipline. Glendale, CA: Regal Books, 1972. $1.95.

"Drama of Life Before Birth," Life, LVIII, No. 17 (April 30, 1965).

Dreikurs, Rudolf. Challenge of Parenthood. New York: Hawthorn Books, Inc., 1948. $6.95.

Dreikurs, Rudolf. Psychology in the Classroom: A Manual for Teachers. New York: Harper and Row Publishers, Inc., 1968. $6.95.

Dreikurs, Rudolf, and Vicki Soltz. Children: The Challenge. New York: Hawthorn Books, Inc., 1964. $6.95.

Duvall, Evelyn M. Family Development. New York: J. B. Lippincott Co., 1971. $9.95.

Evans, E. Belle, et. al. Day Care: How to Plan, Develop and Operate a Day Care Center. Boston, MA: Beacon Press, 1973. $3.95.

Exploration in Language. Englewood Cliffs, NJ: Scholastic Book Services, n.d. $2.65.

Ferrlira, Nancy J. The Mother-Child Cook Book. Menlo Park, CA: Pacific Coast Publishers, n.d. $3.00.

Fleiss, Bernice H. Beginners Bibliography. Washington, DC: National Association for the Education of Young Children, n.d. $.20.

Flesch, Rudolf. Why Johnny Can't Read and What You Can Do About It. New York: Harper and Row Publishers, Inc., 1955. $.95.

Food Before Six. Chicago, IL: National Dairy Council, 1973.

Frasier, Roberta C. Children and Toys. Corvallis, OR: Oregon Extension Service, Circular 181, 1972.

Frost, J. Early Childhood Education Rediscovered. New York: Holt, Rinehart and Winston, Inc., 1968. $8.00.

Galambos, Jeanette. A Guide to Discipline. Washington, DC: National Association for the Education of Young Children, n.d. $1.50.

Ginott, Haim G. Between Parent and Child. New York: Avon Books, 1973. $1.50.

Goldsmith, C. Better Day Care for the Young Child through a Merged Governmental and Non-Governmental Effort. Washington, DC: National Association for the Education of Young Children, n.d. $10.00.

Goode, William J. The Family. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1964. $2.65.

Graves, Judy. Right From The Start. New York: Public Affairs Pamphlet #350, 1965. 28 p.

Handbook of Child Safety. Fremont, MI: Gerber Products Co., 1967.

Haupt, Dorothy. Science Experiences for Nursery School Children. Washington, DC: National Association for the Education of Young Children, n.d. $.75.

Hess, Robert D., and Coreen J. Croft. Teachers of Young Children. New York: Houghton Mifflin Co., 1972. $10.25.

Hoffman, James, and Joan Joffman. Prekindergarten Discoveries. Minneapolis, MN: T. S. Denison Co., n.d. $5.95.

Holt, John. How Children Learn. New York: Dell Publishing Co., Inc., 1972. $.95.

Holt, John. What Do I Do Monday? New York: E. P. Dutton & Co., Inc., 1970. $7.50.

How to Select Infant's and Children's Clothing. Chicago, IL: Sears Roebuck Co., n.d.

Hymes, James L., Jr. Early Childhood Education. Washington, DC: National Association for the Education of Young Children, n.d. $1.25.

Hymes, Jesild, Jr. The Child Under Six. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1963. $6.95.

The Idea Box, Five Booklets. Washington, DC: National Association for the Education of Young Children, n.d. $5.75.

Ily, Frances L., and Louise B. Ames. Parents Ask. New York: Dell Publishing Co., Inc., 1962. $.95.

Infant Care. Washington, DC: Children's Bureau, Department of Health, Education, and Welfare, n.d.

The Infants We Care For. Washington, DC: National Association for the Education of Young Children, n.d. $2.00.

Jones, Elizabeth. What Is Music for Young Children? Washington, DC: National Association for the Education of Young Children, n.d. $1.00.

Junior Club of Walla Walla, Washington. Mother May I (A Children's Activities Guide). Walla Walla, WA: Happy Hours Nursery, n.d. $3.00 plus $.25 handling charge.

Keister, M. D. The "Good Life" For Infants and Toddlers. Washington, DC: National Association for the Education of Young Children, n.d. $1.50.

Kellogg, Elizabeth T., and Dorothy M. Hill. Following Through with Young Children. Washington, DC: National Association for the Education of Young Children, n.d. $5.00.

Killilea, Marie. *Karen*. New York: Dell Publishing Co., Inc., n.d. $.75.

Kirk, Samuel A. *Educating Exceptional Children*. New York: Houghton Mifflin Co., 1972. $9.50.

Kjer, Dell C. *The Significance of the Young Child's Motor Development*. Washington, DC: National Association for the Education of Young Children, n.d. $2.25.

Kritchevsky, Sybil, Elizabeth Prescott, and Lee Walling. *Planning Environments for Young Children--Physical Space*. Washington, DC: National Association for the Education of Young Children, n.d. $1.50.

Learning to Adjust. Englewood Cliffs, NJ: Scholastic Book Services, n.d. $2.65.

Leeper, S. H., et. al. *Good Schools for Young Children*. Riverside, NJ: Macmillan Publishing Co., 1968. $8.95.

McEnery, E. T., and Margaret Jane Suydam. *Feeding Little Folks*. Chicago, IL: National Dairy Council, 1969.

McVickar, P. *Imagination*. Washington, DC: National Association for the Education of Young Children, n.d. $3.50.

Montessori in Perspective. Washington, DC: National Association for the Education of Young Children, n.d. $2.00.

Montessori, Maria. *The Absorbent Mind*. New York: Dell Publishing Co., Inc., 1969. $2.25.

Muller, Philippe. *The Tasks of Childhood*. New York: McGraw-Hill Book Co., 1969. $2.45.

Multi-Ethnic Books for Young Children: An Annotated Bibliography for Parents and Teachers. Washington, DC: National Association for the Education of Young Children, n.d. $1.00.

Neufeld, John. *Edgar Allan*. New York: New American Library, 1969. $.60.

Nimnicht, Glen, Onlie McAfee, and John Meier. *The New Nursery School*. Morristown, NJ: General Learning Corporation, 1969. $13.25.

Open Education: The Legacy of the Progressive Movement. Washington, DC: National Association for the Education of Young Children, n.d. $2.00.

Patterson, Gerald R. *Families: Applications of Social Learning to Family Life*. Champaign, IL: Research Press, 1971. $3.00.

Patterson, Gerald R., and Elizabeth M. Gullion. *Living With Children: New Methods for Parents and Teachers*. Champaign, IL: Research Press, 1971. $3.00.

Perspectives on Child Care. Washington, DC: National Association for the Education of Young Children, n.d. $1.25.

Pitcher, Evelyn, et. al. *Helping Young Children Learn*. Columbus, OH: Charles E. Merrill Publishing Co., 1966. $4.95.

Planning Meals During Pregnancy, After Baby Arrives. Portland, OR: Maternal and Child Health Section, Oregon State Board of Health, n.d.

Play: The Child Strives Toward Self-Realization. Washington, DC: National Association for the Education of Young Children, n.d. $2.50.

Playing It Safe in Toyland. Rockville, MD: Food and Drug Administration, U.S. Department of Health, Education and Welfare, n.d.

Prenatal Care. Washington, DC: Children's Bureau, Department of Health, Education and Welfare, 1965.

Promoting Cognitive Growth: A Developmental-Interaction Point of View. Washington, DC: National Association for the Education of Young Children, n.d. $2.50.

Quill, Jeanna. *One Giant Step: A Guide for Head Start Aides*. Washington, DC: National Association for the Education of Young Children, n.d. $.75.

Reaching Out. Englewood Cliffs, NJ: Scholastic Book Services, n.d. $2.25.

Read, Katherine H. *The Nursery School: A Human Relationships Laboratory*. Philadelphia, PA: W. B. Saunders Co., 1971. $7.00.

Ring A Ring O'Rosco. Flint, MI: Flint Board of Education, 1971.

Ruben, Margarete. *Parent Guidance in the Nursery School*. New York: International Universities Press, 1970. $1.95.

Schulman, Anne Shaaker. *Absorbed in Living, Children Learn*. Washington, DC: National Association for the Education of Young Children, n.d. $5.50.

Senses and Sensitivity. Englewood Cliffs, NJ: Scholastic Book Services, n.d. $2.65.

Shuey, Rebekah M., et. al. *Learning About Children*. Philadelphia, PA: J. B. Lippincott Co., 1964. $6.60.

Spock, Benjamin. *Baby and Child Care*. New York: Pocket Books, Inc., 1968. $.95.

Spodek, Bernard. *Open Education*. Washington, DC: National Association for the Education of Young Children, n.d. $2.00.

Stone, Jeanette Galambo S. *Play and Playgrounds*. Washington, DC: National Association for the Education of Young Children, n.d. $4.50.

Stone, L. Joseph, and Joseph Church. Childhood and Adolescence: A Psychology of the Growing Person. New York: Random House, Inc., 1964. $13.95.

Sunset Editors. Sunset Crafts for Children. Menlo Park, CA: Lane Magazine and Book Co., 1973. $1.95.

Sunset Editors. Things To Make For Children. Menlo Park, CA: Lane Magazine and Book Co., 1973. $1.95.

Tarnay, Elizabeth Doak. What Does the Nursery School Teacher Teach? Washington, DC: National Association for the Education of Young Children, n.d. $1.00.

Taylor, Barbara. A Child Goes Forth. Provo, UT: Brigham Young University Press, 1970. $5.95.

Teachers of Young Children. Englewood Cliffs, NJ: Scholastic Book Services, n.d. $2.25.

Teaching the Disadvantaged Young Child. Washington, DC: National Association for the Education of Young Children, n.d. $2.00.

"Teens Explore Toyland," Illinois Teacher, XV, No. 3 (January-February, 1973), 229-241.

"Tips and Topics for Home Economics," Texas Tech, 14:4, May, 1974, entire issue.

Todd, V. E., and H. Heffernan. The Years Before School: Guiding Preschool Children. New York: Macmillan Publishing Co., 1970. $9.25.

Ulowetz, E. A. Gross Perceptual Motor Training Activities. Vancouver, WA: Vancouver Public Schools, n.d. $2.00.

Weikart, David P., Linda Rogers, Carolyn Adcock, and Donna McClelland. The Cognitively Oriented Curriculum. Washington, DC: National Association for the Education of Young Children, n.d. $2.50.

Westlake, Helen G., and Mae Westbrooke. Children: A Study of Individual Behavior. Lexington, MA: Ginn and Co., 1973. $6.96.

What to Look For When Buying Infant's and Children's Clothing. Extension.

Whitcomb, Helen, and R. Lang. Charm: The Career Girl's Guide to Business and Personal Success. New York: McGraw-Hill Book Co., 1964. $9.25.

Wilson, Louise. This Stranger, My Son. New York: New American Library, 1971. $.95.

Wood, Mildred Weigley. Observation of Children In a Home Economics Program. Phoenix, AZ: Home Economics Division, State Department of Vocational Education, n.d.

Yamamotu, Kaoru, ed. *The Child and His Image: Self-Concept in the Early Years*. Boston, MA: Houghton Mifflin Co., 1972. $4.95.

Young Children Thinking. Englewood Cliffs, NJ: Scholastic Book Services, n.d. $2.65.

FILMS

Baths and Babies, Johnson and Johnson, C, 18 min., 1964. Johnson and Johnson, New Brunswick, NJ 08903.

Berfunkle, Port-A-Films Presentations, Inc., C, 10 min., 1964.*

Biography of the Unborn, Encyclopedia Britannica, B/W, 17 min., 1956. Oregon State Board of Health, Salem, OR 97310.

Child of Darkness/Child of Light, Foster Parents Plan, C, 25 min., 1966. Foster Parents Plan.

Children are Creative, Central Washington College of Education, C, 10 min., 1953.*

Chosen Child: A Study in Adoption, NBC-TV, B/W, 54 min., 1963.*

Effective Communication--A Series, BNA Films, 6 films, 24 min. each.*

Family, An Approach to Peace, Time-Life Films, Inc., B/W, 17 min., 1949.*

First Two Weeks of Life, Professional Services Division, Proctor and Gamble Distributing Co., 2150 Sunnybrook Drive, Cincinnati, OH 45237.

The First Years Together, U.S. Department of Health, Education and Welfare, C, 28 min., n.d. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, NY 10036.

Four Families, National Film Board of Canada, B/W, 60 min., 1959.*

Frustrating Fours and Fascinating Fives, National Film Board of Canada, C, 22 min., 1952.*

Guidance for the Seventies: Self-Esteem, Sande Productions, C, 18 min., 1971. BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404.

Guilt Feelings, National Educational Television, B/W, 30 min., 1963.*

Inside-Out, Association for Instructional Television, C, 30 programs, 15 min. each, 1973. Linn-Benton I.E.D., PO Box 967, Albany, OR 97321.

The Invisible Child, Association Films, C, 27 min., n.d.

Making Life Adjustments, McGraw-Hill Textfilms, B/W, 20 min., 1959.*

*Available from Division of Continuing Education Film Library, 1633 SW Park, Portland, OR 97210. Phone: 229-4842.

Masculine or Feminine, Your Role in Society, Coronet Instructional Films, C, 19 min., 1971.*

Masculinity--Femininity, Coronet Instructional Films, C, 19 min., 1971.*

Pathways Through Nursery School, Stephens College, C, 25 min., 1962. Oregon State Board of Health, Salem, OR 97310.

PKU: Detection in Oregon, Oregon State Board of Health, C, 16 min., 1964. Oregon State Board of Health, Salem, OR 97310.

Psychological Differences Between the Sexes, McGraw-Hill Textfilms, C, 18 min., 1965.*

Social Development, McGraw-Hill Textfilms, B/W, 16 min., 1950. Oregon State Board of Health, Salem, OR 97310.

Springtime for Hugo, Teknifilm, Inc., C, 26 min., 1968. Oregon State Board of Health, Salem, OR 97310.

Teaching the 3's, 4's, and 5's, Part I, Churchill Films, C, 20 min., 1966.*

Teaching the 3's, 4's, and 5's, Part II, Churchill Films, C, 22 min., 1966.*

Terrible Twos and Trusting Threes, National Film Board of Canada, 21 min., 1951.*

What is Normal?, National Educational Television, B/W, 30 min., 1963.*

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*Available from Division of Continuing Education Film Library, 1633 SW Park, Portland, OR 97210. Phone: 229-4842.

FILMSTRIPS, KITS AND TAPES

Are You Listening, J. C. Penney Co., cassette tape, 6 min., 1971. $4.00.

Awareness: Insight Into People Unit, J. C. Penney Co., kit, includes guide, filmstrip and game, 1970. $11.50.

Bonnie Bell Grooming Kit, Bonnie Bell, kit, includes slides, student records and quizzes, 1971. $2.50.

Career Decisions: Finding, Getting and Keeping a Job, J. C. Penney Co., kit, includes 3 filmstrips, overhead transparencies, guide, job applications and descriptions, 1971. $13.50.

Feeding Your Young Children, National Dairy Council, C, 60 FRS, 1968.

The Future of the Family, Guidance Associates, Part 1 and 2, C, 1971.

An Introduction to Value Clarification, J. C. Penney Co., kit, includes guide, overhead transparencies, worksheets, flash cards and posters, 1972. $8.75.

Me, Myself and I. How Preschoolers See Themselves, J. C. Penney Co., kit, includes guide, picture cards, records, puppets and flannel board objects, 1973. $16.50.

More Than Love, March of Dimes, C, filmstrip and record, 1967.

Parenthood: Myths and Realities, Guidance Associates, 2 filmstrips and 2 tapes, 1972. $41.50.

Play: Learning Medium for Preschool Children, J. C. Penney Co., kit. $10.50.

Preparing for an Interview, J. C. Penney Co., C, includes record, 1974. $6.00.

Toys and Activities for Preschool Children, J. C. Penney Co., (included in kit: Play: Learning Medium for Preschool Children). $10.50.

Who Am I?, Scholastic Magazines, Inc., (5 filmstrips, 1 cassette). $59.50.

Your Child and Discipline, National Education Association, filmstrip, record and script, 20 min., 1965. Available from Oregon Education Association.

PERIODICALS

American Baby. American Baby, Inc., 10 East 52nd St., New York, NY 10022.

Childhood Education. Association for Childhood Education International, 3615 Wisconsin Ave., NW, Washington, DC 20016. 8 issues, $12/year.

Children Today. Office of Child Development, U.S. Department of Health, Education and Welfare, 400 6th St., SW, Washington, DC 20201. 6 issues, $2/year.

Cooperative Nursery Magazine (The). PO Box 4432, Detroit, MI 48228.

Day Care and Early Education. Published bi-monthly by Behavioral Publications, 2852 Broadway, New York, NY 10025. Individual subscription: $9.00 per year. Institutional subscription: $15.00.

Early Years. Allen Raymond, Inc., One Hale Lane, Darien, CT 06820. 9 issues, $7/year.

Focus on the Family. E. C. Brown Center for Family Studies, 1802 Mass St., Eugene, OR 97403. 6 issues, free.

Illinois Teacher for Contemporary Roles. Illinois Teacher, 342 Education Building, University of Illinois, Urban IL 61801. 6 issues, $5/year.

Let's Find Out. Scholastic Magazines and Book Services, Inc., 50 West 44th St., New York, NY 10036. 8 issues, $1/pupil/year.

Mother's Manual. Mother's Manual, Inc., 420 Lexington Ave., New York, NY 10017. 6 issues, $2/year.

Parents' Magazine and Better Family Living. Parents' Magazine Enterprises, Inc., 52 Vanderbilt Ave., New York, NY 10017. 12 issues, $5.95/year.

Today's Child News Magazine. Edwards Publications, Inc., Roosevelt, NJ 08555. 12 issues, $5/year.

Young Children. National Association for the Education of Young Children, 1834 Connecticut Ave., NW, Washington, DC 20009. 6 issues, $10/year.

APPENDIX B

ADDRESSES

Publishers
Film Distributors
Organizations and Agencies

PUBLISHERS

Avon Books
959 Eighth Ave.
New York, NY 10019

Ballantine Books
see Random House

Beacon Press, Inc.
25 Beacon St.
Boston, MA 02108

Behavioral Publications, Inc.
2852 Broadway
New York, NY 10025

Charles A. Bennett Co., Inc.
809 West Detweiller Dr.
Peoria, IL 61614

Brigham Young University Press
209 University Press Bldg.
Provo, UT 84601

Children's Bureau
U.S. Department of Health,
Education and Welfare
330 Independence Ave., SW
Washington, DC 20202

Dell Publishing Co., Inc.
245 East 47th St.
New York, NY 10017

T. S. Denison and Co., Inc.
5100 West 82nd St.
Minneapolis, MN 55431

E. P. Dutton and Co., Inc.
201 Park Ave. South
New York, NY 10003

Fearon Publishers
6 Davis Dr.
Belmont, CA 94002

Flint Board of Education
Flint, MI 48503

Food and Drug Administration
U.S. Department of Health,
Education and Welfare
330 Independence Ave., SW
Washington, DC 20202

General Learning Corporation
250 James St.
Morristown, NJ 07960

Gerber Products Co.
445 State St.
Fremont, MI 49412

Ginn and Co.
191 Spring St.
Boston, MA 02173

Harper and Row Publishers
10 East 53rd St.
New York, NY 10022

Hawthorn Books, Inc.
260 Madison Ave.
New York, NY 10016

D.C. Heath Co.
125 Spring St.
Lexington, MA 02173

H. J. Heinz Co.
Box 28, D-16
Pittsburgh, PA 15230

Holt, Rhinehart and Winston, Inc.
383 Madison Ave.
New York, NY 10017

Home Economics Division
State Department of Education
Phoenix, AZ 85007

Houghton-Mifflin Co.
1 Beacon St.
Boston, MA 02108

International Universities
Press, Inc.
239 Park Ave. South
New York, NY 10003

The John Day Co., Inc.
257 Park Ave. South
New York, NY 10010

Johnson and Johnson
501 George St.
New Brunswick, NJ 08903

Lane Magazine and Book Co.
Menlo Park, CA 94025

J. B. Lippincott Co.
East Washington Sq.
Philadelphia, PA 19105

Macmillan Publishing Co., Inc.
866 Third Ave.
New York, NY 10022

March of Dimes
315 Park Ave. South
New York, NY 10010

Maternal and Child Health Section
Oregon State Health Division
520 SW 6th Ave.
Portland, OR 97204

McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020

Museum of Modern Art
11 West 53rd St.
New York, NY 10019

National Dairy Council
111 North Canal St.
Chicago, IL 60606

New American Library, Inc.
1301 Avenue of the Americas
New York, NY 10019

Pacific Coast Publishers
4085 Campbell Ave.
Menlo Park, CA 94025

Pocket Books, Inc.
630 Fifth Ave.
New York, NY 10020

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Random House
201 East 50th St.
New York, NY 10022

Regal Books
Box 1591
Glendale, CA 91209

Research Press
Box 3177
City Fair Station
Champaign, IL 61820

Scholastic Book Services
50 West 44th St.
New York, NY 10036

Sears, Roebuck and Co.
Consumer Education Division
Sears Tower
Chicago, IL 60606

Teachers College Press
Teachers College
Columbia University
1234 Amsterdam Ave.
New York, NY 10027

Vancouver Public Schools
605 North Devine Rd.
Vancouver, WA 98661

Westat Research, Inc.
Rockville, MD 20850

FILM DISTRIBUTORS

Bonnie Bell
PO Box 6177
Cleveland, OH 44107

Contemporary/McGraw-Hill Films
330 West 42nd St.
New York, NY 10036

Division of Continuing Education
Film Library
1633 SW Park
Portland, OR 97207

Encyclopedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, IL 60611

Guidance Associates
Harcourt, Brace and World
23 Washington Ave.
Pleasantville, NY 10570

McGraw-Hill Films
see Contemporary/McGraw-Hill Films

Mental Health Film Board, Inc.
8 East 93rd St.
New York, NY 10028

Modern Talking Picture Service
2323 New Hyde Park Road
Long Island, NY 11040

Multnomah County Library
Film Library
801 SW 10th Ave.
Portland, OR 97205
Phone: 223-7201

Oregon Education Association
Film Library
6900 SW Haines Rd.
Tigard, OR 97223
Phone: 639-7651

Oregon State Health Division
Health Education Section
State Office Building
Portland, OR 97201
Phone: 226-2161 ext. 307

Pacific Northwest Bell
Film Library
1260 Mercer
Seattle, WA 98109

J. C. Penney Co.
1301 Avenue of the Americas
New York, NY 10019

CHILD CARE ORGANIZATIONS AND AGENCIES

These are organizations and agencies to which you can write for additional resources.

American Association of
University Women
220 SW Alder
Portland, OR 97204

American Dental Association
211 East Chicago Ave.
Chicago, IL 60611

American Foundation for the
Blind
15 West 16th St.
New York, NY 10011

American Medical Association
535 N. Dearborn St.
Chicago, IL 60610

American Toy Institute, Inc.
200 Fifth Ave.
New York, NY 10010

Association for Childhood
Education International
3615 Wisconsin Ave., NW
Washington, DC 20016

Bank Street College of Education
610 West 112th
New York, NY 10025

Bureau of Labor
Salem, OR 97310

Bureau of Maternal and
Child Health
New York State Department
of Health
PO Box 7283
Albany, NY 12224

Carnation Company
5045 Wilshire Blvd.
Los Angeles, CA 90036

Child Development and Rehabilitation
Center
University of Oregon Medical School
3181 SW Sam Jackson Park Rd.
Portland, OR 97201

Child Study Association of America
9 East 89th St.
New York, NY 10028

Child Welfare Division
State Department of Public Welfare
John H. Reagan Building
Austin, TX 78701

Child Welfare League of America, Inc.
67 Irving Place
New York, NY 10003

Children Services Division
516 Public Service Building
Salem, OR 97310

Co-Ed/Forecast Books
904 Sylvan Ave.
Englewood Cliffs, NY C7632

Colorado Association of Future
Homemakers of America
570 State Office Bldg.
Denver, CO

Community Playthings
Rifton, NY 12471

Cooperative Extension
New York State College of Home
Economics
Cornell University
Ithaca, NY

Creative Playthings
Princeton, NY 08540

Dial Research and Development Laboratories
Armour-Dial, Inc.
Public Relations Department
221 North LaSalle St.
Chicago, IL 60601

Educational Division
Evaporated Milk Association
910 Seventeenth St., NW
Washington, DC 20006

Employment Division
Oregon Department of Human Resources
402 Labor and Industries Bldg.
Salem, OR 97310

Employment Standards Administration
U.S. Department of Labor
Fourteenth and Constitution Ave., NW
Washington, DC 20210

The Equitable Life Assurance Society of the U.S.
Box 572
General Post Office
New York, NY 10001

Extension Service
U.S. Department of Agriculture
Fourteenth St. and Independence Ave., SW
Washington DC 20250

Family Service Association of America
44 East 23rd St.
New York, NY 10010

Guidance Associates of Pleasantville
Pleasantville, NY 10570

Institute of Life Insurance
277 Park Ave.
New York, NY 10017

Maternal and Child Health Service
Health Services Administration
U.S. Department of Health, Education and Welfare
5600 Fishers Lane
Rockville, MD 20852

Mead, Johnson and Company
2404 Pennsylvania
Evansville, IN 47721

Mental Health Materials Center, Inc.
419 Park Ave. South
[illegible]rk, NY 10016

[illegible]lmer Institute
7[illegible]rry Ave.
Detroit, MI 48202

Metropolitan Life Insurance Company
One Madison Ave.
New York, NY 10010

National Association for the Education of Young Children
1834 Connecticut Ave., NW
Washington, DC 20009

National Association for Retarded Children
420 Lexington Ave.
New York, NY 10017

National Committee for Day Care of Children, Inc.
44 East 23rd St.
New York, NY 10010

National Congress of Parents and Teachers
700 North Rush St.
Chicago, IL 60611

National Council of Family Relations
1219 University Ave., SE
Minneapolis, MN 55414

National Federation of Settlements and Neighborhood Centers
232 Madison Ave.
New York, NY 10016

National Kindergarten Association
23 East 16th St.
New York, NY 10003

National Program on Early
Childhood Education
National Coordination Center
St. Ann, MO 63074

National Safety Council
425 North Michigan Ave.
Chicago, IL 60611

Oregon State University
Home Economics Department
Corvallis, OR 97330

Peterson Baby Products
6904 Tujunga
North Hollywood, CA 91605

Planned Parenthood Association
of Oregon, Inc.
1200 SE Morrison St.
Portland, OR 97214

Play Schools Association
120 West 57th St.
New York, NY 10019

Portland Community Council
718 West Burnside
Portland, OR 97205

Prudential Insurance Company
of America, Terminal
Box 7314
Los Angeles, CA 90051

Public Affairs Committee
381 Park Ave. South
New York, NY 10016

Red Cross
Oregon Trail Chapter
4200 SW Corbett
Portland, OR 97201

Roos Laboratories
625 Cleveland
Columbus, OH 43215

Science Research Associates, Inc.
259 East Erie St.
Chicago, IL 60611

Standard Publishing Company
8121 Hamilton Ave.
Chincinnati, OH 45231

Teaching Research Division
Todd Hall
Monmouth, OR 97361

U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

APPENDIX C

OTHER RESOURCES

OTHER RESOURCES

Attorney

Beauty school instructor

Cafeteria personnel

Child and school psychologists

Child Development Laboratories of high schools, community colleges and universities

Children's clothing store

Clergy

High school, community college and university staff

Cosmetic representative

Dietitian

Elementary schools

Extension agents

Family counselors

Financial advisor

Fire department

4-C's programs

Head Start programs

Home economists

Kindergarten

Latch Key

LaLeche League (breast feeding)

Librarian

Maternity ward of a hospital

Medical-dental cluster teacher

Modeling or charm school

Montessori school

Nurse

Obstetrician

Parents

Pediatrician

Personnel director

Physical therapist

School nurse

School or career counselors

Schools for exceptional children

Social workers

Specialists in the child care field

Speech and hearing therapist

Youth opportunity center

APPENDIX D

RULES AND STATUTES GOVERNING CHILD CARE IN OREGON

RULES GOVERNING STANDARDS FOR FACILITIES FOR CHILDREN IN OREGON

In this section, the rules governing standards for facilities for children in Oregon have been briefly outlined. Licensing regulations' pamphlets are available through the Children's Services Division; and, as these regulations as well as legislation are constantly changing, teachers need to amend this information periodically.

The pamphlets from the Children's Services Division have been used to provide the following information:

The definitions numbered (1), (2), and (3) as used in these standards shall be as stated in ORS 418.805 (refer to Legislation Relating to Children's Services Division of the Department of Human Resources, State of Oregon, 1971-1973, p. 69.) and are as follows:

(1) "Child" means a child under 15 years of age.

(2) "Day care" means care provided to a child during a part of the 24 hours of the day, with or without compensation. Day care does not include care provided:
   (a) In the home of the child;
   (b) By the child's parent, guardian, or person acting in loco parentis;
   (c) By a person related to the child by blood or marriage within the fourth degree as determined by civil law;
   (d) On an occasional basis by a person not ordinarily engaged in providing day care; or
   (e) By providers of medical services.

(3) "Day care facility" means any facility that provides day care to three or more children, including a day nursery, nursery school group, family day care home or similar unit operating under any name, but not including any:
   (a) Facility providing care that is primarily educational, unless provided to a preschool child for more than four hours a day.
   (b) Facility providing care that is primarily supervised training in a specific subject, including but not limited to dancing, drama, music, or religion.
   (c) Facility providing care that is primarily an incident of group athletic or social activities sponsored by or under the supervision of an organized club or hobby group.
   (d) Facility operated by a school district, political subdivision of this state or a governmental agency.
   (e) Group care home licensed under ORS 443.210 to 443.330.

(4) "Operator" means the person, group, or corporation who signs the application for a day care certificate.

Any day care facility where five or more children are in care must meet the regulations according to the kind of facility, and hold a valid state certificate of approval. Following are the four types of licensing currently being issued by the State of Oregon:

1. Day Care Centers which provide care for 13 or more children between the ages of 24 months and 15 years.

2. Infant and Toddler Day Care Centers which provide care for five or more children between the ages of six weeks and 30 months.

3. Family Group Homes which provide care for from five to 12 children between the ages of 30 months and 15 years. Group homes caring for no more than six children, may care for two children under 30 months.

4. School Age Day Care Centers which provide care exclusively for five or more children eligible for enrollment in kindergarten through the eighth grade.

In addition, for all four types of facilities listed above, an application must be filed with the Children's Services Division, and the facility must meet the standards set by the State Fire Marshal and by the Health Department. Attendance regulations and personnel requirements vary somewhat, depending on the ages of the children and the number of children in a facility. Qualifications for personnel are based on educational background or experience, and age. The director requires the most education or experience, and the assistants and aides the least. Other personnel are: child care supervisors and child care workers (school age day care facilities), head teacher and teachers (day care facilities), group parent (infant and toddler day care facilities) and operator (day care family group home facilities).

Younger children require a higher adult to child ratio with the ratio decreasing slightly as the age of the children increases. In addition, each facility is required to have a daily program and the children's immunizations must be kept up to date. Medical policies, such as arranging for a licensed physician or hospital in case of an emergency, available first aid supplies, and notifying parents in case of injuries or accidents, are included. In addition, standards are set for sanitation, safety, the physical plant, transportation, nutritional needs and record keeping.

As stated in the Children's Services Division regulations, centers receiving federal funds must have a certificate of compliance with the Federal Day Care Requirements. Additional requirements must be met to obtain this certificate.

Child care services programs in the high schools are not covered under specific state legislation, because they provide care that is primarily educational and less than four hours a day. Teachers should use the day care licensing and basic elementary program guidelines, however, as a basis for meeting the needs of the preschool and high school students. A certified teacher and an aide are appropriate staffing for a maximum of 24 children. The room should be safe, clean, well-lighted, and close to a restroom. The food provided should be within the guidelines of the food services program of the school district.

Private schools, such as preschools, nursery schools, and similar programs enrolling children for less than four hours a day, are not governed by state legislation, at this time; however, legislation is pending. Public school kindergartens are recognized by the state legislature, however; ORS 326.051, 336.092, 336.095 and 336.115 (following pages) refer to public school kindergartens.

Other statutes, ORS 433.263 through 433.275 and ORS 418.373 through 418.399 (included on following pages), also deal with young children.

Additional information on child care regulations can be obtained through the Children's Services Division. Pamphlets used as references for the preceding information are: CSD Rule #12, Form CSD #932; CSD Rule #13, Form CSD #934; CSD Rule #14, Form CSD #933; and CSD Rule #15, Form CSD #935.

326.051 Board functions. (1) In addition to such other duties as are prescribed by law, the State Board of Education shall:

(a) Establish state standards for public kindergartens and public elementary and secondary schools, considering first the goals of modern education and the requirements of a sound comprehensive curriculum with particular emphasis on establishment of the highest practical scholarship standards and, in secondary schools, establishment of academic standards necessary to enable students to attend community colleges and institutions of higher education both within and without the State of Oregon, and considering also the health, safety, and scholastic needs of the students, the population, climate, economy and geography of the school districts and any other factors necessary to the maintenance of a modern and efficient school system.

(b) Report to the Legislative Assembly biennially, as provided in ORS 293.640, including in its report information on the general condition of the public kindergartens and public elementary and secondary schools and public community colleges in the state and all information that in the judgment of the state board may be useful to the public, or for the advancement of the educational interests of the state.

(c) Adopt rules for the general governance of public kindergartens and public elementary and secondary schools and public community colleges.

(d) Prescribe required or minimum courses of study.

(2) The State Board of Education may:

(a) Consistent with the laws of this state, accept money or property not otherwise provided for under paragraph (b) of this subsection, which is donated for the use or benefit of the public kindergartens and public elementary and secondary schools and public community colleges and use such money or property for the purpose for which it was donated. Until it is used, the board shall deposit any money received under this paragraph in a special fund with the State Treasurer as provided in ORS 293.265 to 293.275.

(b) Apply for federal funds and accept and enter into any contracts or agreements in behalf of the state for the receipt of such funds from the Federal Government or its agencies for educational purposes, including but not limited to any funds available for the school lunch program, for vocational educational purposes, for adult education and any grants available to the state or its political subdivisions for general federal aid for public kindergartens and public elementary and secondary schools and public community colleges and their auxiliary services, improvement of teacher preparation, teacher salaries, construction of school buildings, administration of the Department of Education and any other educational activities under the jurisdiction of the State Board of Education.

(c) Administer the state program provided for in Public Law 90-302 (82 Stat. 117). [1965 c.100 §6; amended by 1965 c.519 §14; 1967 c.67 §24; 1969 c.284 §1; 1971 c.513 §9; 1973 c.707 §1]

326.054 [1953 c.78 §1(1); repealed by 1965 c.100 §456]

326.056 [1953 c.78 §1(2); repealed by 1965 c.100 §456]

326.060 [Repealed by 1965 c.100 §2 (326.021 enacted in lieu of 326.060)]

ADDITIONAL PROGRAMS

336.090 [Repealed by 1965 c.100 §456]

336.092 Definitions for ORS 336.092 and 336.095. As used in ORS 336.092 and 336.095, unless the context requires otherwise:

(1) "Kindergarten child" means a child in the year immediately prior to his enrollment in the first grade.

(2) "Kindergarten facilities" includes physical facilities, supplies, equipment and personnel suitable for the education and training of children in the year immediately prior to their enrollment in the first grade.

(3) "Physical facilities" includes but is not limited to public school buildings, rented buildings which meet health and safety standards or homes used in school district sponsored programs.
[1973 c.707 §2]

336.095 Establishment, funding and status of kindergartens. (1) The district school board of any common school district may provide kindergarten facilities free of charge for the kindergarten children residing in the district by operating such facilities either singly or jointly with other districts.

(2) Kindergartens established under subsection (1) of this section shall be funded in the same manner as other schools of the district are funded.

(3) Kindergartens are part of the public school system of this state.
[1973 c.707 §3]

336.100 [Repealed by 1965 c.100 §456]

336.105 [Formerly 336.055; repealed by 1973 c.707 §7 and by 1973 c.750 §13]

336.110 [Repealed by 1965 c.100 §456]

336.115 Nursery schools; costs. Any district school board, under rules, standards and teacher certification requirements established by the State Board of Education, may sponsor, maintain, operate and supervise nursery schools for children between the ages of two and six years. The full cost of nursery schools shall be borne by fees, grants-in-aid and gifts, exclusive of local tax revenues, received by the district specifically for the operation of the nursery schools for children between the ages of two and six years. The district school board may establish the hours of operation of such nursery schools.
[Formerly 336.060; 1971 c.190 §1]

336.120 [Repealed by 1965 c.100 §456]

418.805 Definitions for ORS 418.805 to 418.885. As used in ORS 418.805 to 418.885, unless the context requires otherwise:

(1) "Child" means a child under 15 years of age.

(2) "Day care" means care provided to a child during a part of the 24 hours of the day, with or without compensation. "Day care" does not include care provided:

(a) In the home of the child;

(b) By the child's parent, guardian, or person acting in loco parentis;

(c) By a person related to the child by blood or marriage within the fourth degree as determined by civil law;

(d) On an occasional basis by a person not ordinarily engaged in providing day care; or

(e) By providers of medical services.

(3) "Day care facility" means any facility that provides day care to three or more children, including a day nursery, nursery school group, family day care home or similar unit operating under any name, but not including any:

(a) Facility providing care that is primarily educational, unless provided to a preschool child for more than four hours a day.

(b) Facility providing care that is primarily supervised training in a specifc subject, including but not limited to dancing, drama, music, or religion.

(c) Facility providing care that is primarily an incident of group athletic or social activities sponsored by or under the supervision of an organized club or hobby group.

(d) Facility operated by a school district, political subdivision of this state or a governmental agency.

(e) Group care home licensed under ORS 443.210 to 443.330.
[1969 c.641 §1]

Note: 418.805 to 418.885 were not added to and made a part of ORS chapter 418 by legislative action.

418.810 Certificate of approval for day care facility. (1) No person shall operate a day care facility caring for five or more children without a certificate of approval for such facility from the Children's Services Division.

(2) Any person operating a day care facility for fewer than five children may apply for a certificate of approval for such facility from the Children's Services Division.
[1969 c.641 §2; 1971 c.401 §48]

418.815 Requirements for certificate. A person applying for a certificate of approval for a day care facility shall demonstrate to the satisfaction of the Children's Services Division that:

(1) His moral character and habits will not endanger the well-being of children for whom he is to provide care.

(2) His attitude toward children and his understanding of their needs qualify him to care for children.

(3) He is physically and mentally capable of caring for children.

(4) The facility and its operation are adequate to protect the health, the safety and the physical, moral and mental well-being of the children to be cared for in the facility, including but not limited to:

(a) Adequate staffing by suitable persons qualified by education or experience to meet their respective responsibilities in the care of children.

(b) Adequate physical facilities for the care of children, such as building construction, sanitation, plumbing, heating, lighting, ventilation, maintenance, indoor and outdoor activity areas and fire protection.

(c) A program of activities conforming to recognized practices in the areas of child welfare, education and physical and mental health to provide opportunity for development and recreation.

(d) Exclusion from the facility of individuals whose presence may be detrimental to the welfare of children.
[1969 c.641 §3; 1971 c.401 §49]

418.820 Minimum standards for day care facilities. After consultation with appropriate agencies and interested persons, the Public Welfare Division shall establish minimum standards for day care facilities and the operation thereof and for the administration of

ORS 418.805 to 418.885. In establishing minimum standards of health and safety, the division shall consult with the Health Division and the State Fire Marshal and shall give consideration to their recommendations and to all basic requirements for the protection of the children to receive day care, including the criteria prescribed in ORS 418.815, and may adopt rules applicable to different categories of day care facilities, considering:

(1) The numbers and ages of the children to receive care in the day care facility.

(2) The number, experience and training of the staff of the day care facility.

(3) The types and qualities of equipment and other factors in the physical plant of the day care facility.

(4) Any other factor affecting the care provided in the day care facility.
[1969 c.641 §4]

433.263 Definitions for ORS 433.263 to 433.275. As used in ORS 433.263 to 433.275:

(1) "Local health department" means the district, county or city board of health, health officer or health department having jurisdiction within the area.

(2) "Physician" means a physician licensed by the Board of Medical Examiners for the State of Oregon or a commissioned medical officer of the Armed Forces or Public Health Service of the United States.

(3) "School administrator" means the principal or other such person having general control and supervision of the school.
[1973 c.566 §1]

433.265 [Repealed by 1973 c.259 §20]

433.267 Immunization of school children; exceptions. Prior to and as a condition of his initial enrollment in any public, private or parochial school of this state, every child between five and 14 years of age shall submit to the school administrator one of the following statements:

(1) A statement signed by a physician or a representative of the local health department that he has received an initial immunization and prescribed reinforcing immunization against the communicable diseases pursuant to rules of the Health Division as provided in ORS 433.273; or

(2) A statement signed by a physician that the physical condition of the child is such that the immunization would seriously endanger his health; or

(3) A statement signed by his parents or guardian that he has not been immunized as described in subsection (1) of this section because he is being reared as an adherent to a religion the teachings of which are opposed to such immunization; or

(4) A statement signed by his parent or guardian that he will arrange to have necessary immunization initiated by a physician or local health department within 30 days.
[1973 c.566 §2]

433.269 Free immunization by local health departments. Local health departments shall make available immunizations to be administered under the direction of the local health officer in areas convenient to the student free of charge to those children who are unable to acquire them from other physicians.
[1973 c.566 §3]

433.270 [Repealed by 1973 c.259 §20]

433.273 Rules of division. The Health Division shall adopt rules pertaining to the communicable diseases for which immunization is required and the approved means of immunization and indicated reinforcing immunization under ORS 433.267, including recommended optimum ages for administration of such immunizations.
[1973 c.566 §4]

433.275 Refusal to enroll pupil not complying with ORS 433.267. The school administrator of any school at which a pupil applies for enrollment without meeting the requirements of ORS 433.267 shall refuse to enroll the pupil until the requirements are met.
[1973 c.566 §5]

COMMUNITY COORDINATED CHILD CARE

418.373 Definitions for ORS 418.373 to 418.399. As used in ORS 418.373 to 418.399, unless the context requires otherwise:

(1) "Chairman" means the chairman of the Community Coordinated Child Care Council.

(2) "Child" means a person under 15 years of age.

(3) "Council" means the Community Coordinated Child Care Council.

(4) "Day Care Program" means a program providing care of a child for a portion of the day, but less than 24 hours, outside of the child's own home, but does not include any program whose primary component is psychiatric treatment and does not include any program or activity not subject to rules and regulations of the Children's Services Division.

(5) "Division" means the Children's Services Division.

(6) "Administrator" means the Administrator of the Children's Services Division.

(7) "Consumer" means a parent or legal guardian of a child eligible to receive the benefit of day care programs.

(8) "District council" means a district council for day care programs established pursuant to subsection (2) of ORS 418.388.

(9) "Program" includes any day care program services or activity coming under ORS 418.373 to 418.399, which is conducted either full or part time.

(10) "4C council" means a local community coordinated child care organization which received a grant under the provisions of ORS 418.400 to 418.402 prior to July 21, 1973. In addition thereto "4C council" also means the local community coordinated child care organizations known as the Metropolitan 4C Council and the Lane County 4C Council.
[1973 c.610 §2]

418.375 Policy of ORS 418.373 to 418.399. It is the purpose of ORS 418.373 to 418.399 to provide for local government and public participation in day care programs.
[1973 c.610 §1]

418.379 Community Coordinated Child Care Council; functions; members; term. (1) There is created in the Children's Services Division the Community Coordinated Child Care Council. The council shall be a policy proposing and review board of the state for the advice and guidance of ORS 418.373 to 418.399.

(2) The council consists of the chairman and members to be chosen as follows:

(a) One member of each district council to be chosen by the district council;

(b) Five members to be chosen by the Governor from among the professions concerned with welfare, social services, health, education, justice and rehabilitation; and

(c) Three members to be chosen by the Governor from among the consumer members of the general public.

(3) The term of office of a member is two years.
[1973 c.610 §3]

418.380 [1971 c.533 §1; renumbered 418.400]

418.381 Chairman; confirmation; term. (1) The Governor shall appoint a chairman of the Community Coordinated Child Care Council. The appointment shall be subject to confirmation by the Senate as provided in ORS 171.560 and 171.570.

(2) The term of office of the chairman shall be two years, but he may be removed by the Governor.
[1973 c.610 §4]

418.383 Council duties. (1) The council:

(a) Shall review annually, the state-wide Children's Services Division's community-based day care program.

(b) Shall recommend on the expenditure of state funds and contracts with other state agencies and the utilization of federal funds for day care programs.

(c) Shall assist through the district council children and their parents and guardians in obtaining needed assistance and services available from state and local agencies.

(d) Shall recommend criteria and minimum standards for approval of public and private programs and facilities for day care services for children.

(e) Shall request and obtain from other agencies of the state such information and assistance as are necessary to enable the council to carry out the purposes of ORS 418.373 to 418.399.

(f) May perform such other and further acts as are necessary to carry out effectively the duties, powers and responsibilities of the council as set forth in ORS 418.373 to 418.399.

(2) The council shall make annual recommendations to the administrator for improvement of the delivery of day care services.
[1973 c.610 §§5, 7]

418.385 [1971 c.533 §2; renumbered 418.401]

418.386 Council recommendations and review of division action. (1) The council shall meet at least every three months with the administrator and make recommendations and propose rules concerning the state-wide programs and their implementation.

(2) No state-wide plan for day care programs shall be implemented by the Children's Services Division until the division has notified the council of its intended action and afforded the council an opportunity not to exceed 30 days in duration to make the views of the council known to the division.

(3) Prior to the adoption, amendment or repeal of any rule regarding day care, except rules adopted pursuant to subsection (2) of ORS 183.335 by the division, the division shall submit the proposal to the chairman of the day care council not less than 30 days prior to the effective date of the proposed change.
[1973 c.610 §8]

418.388 District designation; district councils. (1) The Children's Services Division shall designate a maximum of 14 districts, based upon appropriate geographic and population factors as districts for the purposes of ORS 418.373 to 418.399.

(2) A district council shall be established pursuant to ORS 418.373 to 418.399 for each designated district and an additional district council shall be established to represent the migrant and Indian population of the state.
[1973 c.610 §§9, 10]

418.390 [1971 c.533 §3; renumbered 418.402]

418.391 District chairman. (1) In a district with no existing 4C council the chairman shall appoint the initial district chairman. The district chairman shall be a person residing in the district who has demonstrated an interest in community children's programs and family services. If only one 4C council exists in the district, the initial chairman appointed for the district shall be the chairman of the board of the 4C council.

(2) In a district where two or more 4C councils exist, the initial district chairman shall be chosen by those councils.
[1973 c.610 §11]

418.393 Membership on district councils. (1) Each district council shall include the following members:

(a) One representative of the board of county commissioners of each county in the district.

(b) Up to five members representing governing bodies of cities in the district.

(c) Five consumer members of the general public.

(d) Up to five members from among private and nonprofit agencies providing children's services.

(e) Up to five members from among public agencies which provide services consistent or complementary to day care programs, however no member representing a state governmental agency may serve as chairman and no public agency shall have more than one member.

(f) Five members from among business, labor and professional interests, none of whom shall have a financial interest in or be employed by any private agency providing children's services.

(2) In a district where no 4C council exists, the district chairman shall appoint the initial council. If a 4C council exists in the district, the council shall appoint the initial district council. If two or more 4C councils

exist in a district the 4C councils shall appoint the initial council. The initial district council shall serve for a term of one year.
[1973 c.610 §12]

418.395 Duties of district councils. A district council:

(1) Shall adopt rules governing the election of its chairman and the selection and term of members of the district council. However, the composition of the district council must be in accordance with ORS 418.373 to 418.399.

(2) Shall serve as the agency for transmission of day care program and project requests to the Children's Services Division and shall ascertain and recommend priorities for day care services for children in the district to the council.

(3) Shall design, develop, and review day care service needs within the district. Such programs shall be in harmony with any statewide programs adopted by the Children's Services Division.

(4) Shall provide to local governmental units its findings relative to determination of community needs and priority recommendations.

(5) May serve as the official advisory board to any local governmental unit regarding day care programs.

(6) May accept any lawful gift or donation of money or services to aid in the provision of programs authorized by ORS 418.373 to 418.399.
[1973 c.610 §14]

418.397 Cooperation with district councils by local agencies. A district council may request and obtain from any county, city, municipality, school board or intergovernmental coordinating agency within the district such information and assistance as are necessary to enable the district council to carry out effectively the duties, powers and responsibilities of the district council as set forth in ORS 418.373 to 418.399.
[1973 c.610 §13]

418.399 Duties of division under ORS 418.373 to 418.399. The Children's Services Division shall provide staff as necessary to carry out the purposes of ORS 418.373 to 418.399.
[1973 c.610 §6]

APPENDIX E

EQUIPMENT FOR A CHILD CARE FACILITY

The following list of supplies and equipment is a suggested listing for an early childhood education facility. When purchasing equipment and supplies, the ages of the children in your facility, your budget, and the individual needs of the children should all be considered.

PRICES AS OF SPRING, 1974

BLOCK AREA

	Approximate Cost
Can of colored blocks	$ 5.00
Nesting hardwood blocks	9.00
Hardwood unit building blocks*	42.00 (small set)
Block bin	42.00
Hollow blocks*	185.00 (nursery set)
Interlocking blocks*	11.95

GROSS MUSCLE ACTIVITIES
(for inside and/or outside use)

Heavy duty play tunnel	13.50
Radio Flyer wagon	13.95
Tricycles*	16.75 (12" diameter tires)
Climbing ladder	106.50 (4' high)
Balance board	17.95
Rocking boat	38.50
Jump-O-Leen	9.95
Balls*	2.95 - 3.95 (assorted sizes)
Hoola Hoops*	1.00 - 2.00 each
Bean bags*	Easily made of sturdy fabric
Jump ropes	1.95
Toddler gym (for younger children 2-3 years of age)	42.00

MANIPULATIVE TOYS

Tinker toys*	1.65 (starter set)
Beginner's lego building set*	8.95
Giant tinkertoy	29.95
Crystal climbers	4.95 (deluxe set)
Kittie in the kegs	1.35
Giant Dominos	12.75
Matchmates*	3.50
Peg Pounder*	4.95
Plastic pegboard with 100 pegs*	3.25
Large beads and laces*	7.00
Cubical counting blocks*	6.00
Pegboard*	1.65 (474X)
Pegs*	.95 (472X)
Ten-Tens counting frame*	3.50
Geometric figures and solids	13.00

*Necessary for an early childhood education facility.

MANIPULATIVE TOYS (Continued)	Approximate Cost
Puzzles (at least one of each)*	
6 pieces	$ 2.30
9 pieces	2.30
12 pieces	2.30
14 pieces	2.30
16 pieces	2.30
18 pieces	2.30
Puzzle storage rack	8.00
Time teacher*	3.00
Fit a Square/Fit a Circle	7.50
Play chips*	4.75
Sorting box	7.50
Lace boot	5.00
Lincoln logs	3.75 (90 pieces)
Parquetry blocks*	3.25
Little Dapper Dan and Little Dressy Bessy	10.00
Color cards*	2.75
Color graduation cards	2.75
Weaving mats	2.00
Formboards, shapes	5.75
Formboards, sizes	5.75
Alph-a-space (combinations)*	7.85
Dump truck (2)*	3.95 (each)
Tow truck (2)*	5.00 (each)
Bulldozer*	3.75
Fire fighters set	2.79
Farm set	2.79
Road master set	5.60
Helicopter	2.95
Interlocking concept train	6.50
Instructional scale	11.50
Playskool village	7.00
Coordination board	2.55
Match pegs	3.35
Sail boats	3.10

DOMESTIC AREA	
Cupboard	38.50
Stove	35.00
Sink	35.00
Refrigerator	38.50
Aluminum cooking set*	9.50
Tea set*	9.50
Cutlery set and holder*	2.50
Fruit assortment	4.50

*Necessary for an early childhood education facility.

DOMESTIC AREA (Continued)	Approximate Cost
Vegetable assortment	$ 4.75
Baking set	8.95
Doll stroller	7.00
Miss Peep Doll	10.70
Alfie	7.35
Florie	7.35
Doll bed	18.00
Ironing board	14.00
Iron	2.00
Rubber puppet family	12.00
Community puppets	2.50 (each)
Whimsical puppets	2.75 (each)
Playstore telephone (2)*	1.50 (each)
Cash register*	3.25
Metal toy coins*	1.25
Toy paper money*	1.30
Folding doll house	34.00
Doll house furniture	37.65 (set)
See-me mirror*	4.95
Metal mirror	18.65
House cleaning set	8.15
Rocker	15.00

COOKING CENTER	
Mixing bowls*	6.30 (set)
Rotary beaters (2)	2.46 (each)
Portable electric mixer	Sunbeam, Oster, G.E., etc., all offer home ec. discounts
Toast-R-Oven	"
Electric blender	"
Cooky sheets (2)*	1.79 (each)
Measuring cups*	1.04
Measuring spoons*	.25
Cake pans	1.34
Cupcake pans	1.19
Rolling pins (2)*	.73
Flour sifter*	1.16
Wooden spoons (2)*	.39
Rubber spatula*	.29
Metal spatula*	.51
Turner*	.51
Can opener*	1.04
Popcorn popper	4.80
Baskets for serving snacks (4)*	.40 (each)
Pie pan	1.75
Dish pans (2)*	1.33 (each)

*Necessary for an early childhood education facility.

COOKING CENTER (Continued)	Approximate Cost
Pitchers*	$ 1.72 (each)
Oven mitts (2)*	2.50
Cake cooling racks (2)	1.99 (each)
Glass measuring cup*	.89

In addition, any other cooking utensils that would be useful: paring knives, knives, cooky cutters, etc.

PAINT AREA

Liquid tempera*	.80 (1-11) each .75 (12) each
Easel brushes (1/2")*	3.65 (dozen)
Easel brushes (1/4")*	2.70 (dozen)
Newsprint (12" x 18")*	1.66 (per pkg.)
Construction paper (9" x 12")*	.49 (per pkg.)
Easels (tables can also be used to paint on)	17.50 (double panel)

CREATIVE AREA

Glue (8 oz.) (6)*	.98 (each)
Glue (gallon for refilling)*	5.25
Scissors (4" blunt) (2 doz.)*	4.60 (dozen)
Colored chalk (2 boxes)*	.60 (box)
Color box (48 crayons)*	.89
Pencils (2 doz.)*	1.15 (doz.)
Watercolor markers (1 set)	4.72
Modeling clay (4 lbs.)*	.65 (lb.)
Potter's clay (high % grog)	Available through pottery supply shop
Butcher paper (white or colors)	18.00 (36" roll)
Butcher paper cutter rack (36")	7.35
Tissue paper (2 pkgs.)	1.00 (per pkg.)
Staplers (2) (Swingline #711)	3.65 (each)
Rulers (4) 1/2" scale	.90 (dozen)
Scissors rack	3.00

SCIENCE AREA

Magnifying stool	10.75
Six-inch prism	2.95
Stethoscope	3.95
Aquarium	14.25
Microscope (Mark VI)	30.25
Magnet (plastic covered)*	1.50
Water/sand table	75.00

*Necessary for an early childhood education facility.

SCIENCE AREA (Continued)	Approximate Cost
Work bench with drawer	$ 88.85
Work tool kit	12.95
Farm animals	5.60
Aluminum can and sifter set	5.50
Zoo animals	5.20

GROUP TIME

Flannel board*	6.50
Flannel board stories (several)*	1.35 (each)
Flannel board (Seasons)	2.70
Flannel board sets	2.70 - 4.25 (each)
Flannel board (primary cutouts)*	2.15
Musical instruments (primary sonorium)*	25.00 (set for 25 children)

LARGE CLASSROOM EQUIPMENT

Tables (28" x 56" x 18") (4-6)*	48.85 (each)
Chairs (12" or 13") 24*	9.50 (each)
Metal waste basket (2 or 3)*	8.10 (each)
Hinged storage unit*	119.50
Movable storage unit*	81.50
Library display rack	69.50
Piano	Check in music stores
Storage boxes (good for storing dishes, animals, etc.)	4.25 (each)
Cots (all day programs) (20-25)*	15.00 (each)
Cot covers (20-25 at least)*	5.00 - 7.00 (each)

SNACKS AND MEALS

Plastic glasses	Available at variety stores - prices vary
Plastic bowls	"
Plastic plates	"
Plastic serving dishes	"
Silverware	"
Trays	"

From home (teacher's, students', parents')

1. Baby food jars, plastic squeeze bottles, and/or margarine containers for storing paint.
2. Dress-up clothes.
3. Aprons (old shirts) or washable plastic or oilcloth aprons.
4. Collage materials: macaroni, scraps of tissue paper, yarn, crepe paper, noodles, beans, etc.
5. Jewelry for dress-up.
6. Items of various textures, sizes, shapes to use under magnifying glass.

*Necessary for an early childhood education facility.

ADDITIONAL ITEMS

You should check over your facility to see if the following are provided: a sink, bulletin boards, storage space, mops, brooms, pails, clock, fire extinguisher, emergency clothing for children, and cleaning supplies.

CHILDREN'S RECORDS AND BOOKS

Records and books are also an important part of an early childhood education program. You should check through catalogs and visit your local music and book stores to locate appropriate books and records for children.

APPENDIX F

EQUIPMENT SUPPLY COMPANIES

EQUIPMENT SUPPLY COMPANIES

Appliances

General Electric Servicenter
Housewares Division
2800 Beverly Blvd.
Los Angeles, CA 90057

Oster Corporation
5055 North Lydell Ave.
Milwaukee, WI 53217

Sunbeam Appliance Company
5400 Roosevelt Road
Chicago, IL 60650

Books (Children's)

J. K. Gill Company
408 SW 5th
Portland, OR 97204
(or local J. K. Gill stores)

Supplies and Equipment

Childcraft Equipment Co., Inc.
155 East 23rd St.
New York, NY 10010

Constructive Playthings
1040 East 85th St.
Kansas City, MO 64131
(816) 444-4711

Creative Playthings, Inc.
Princeton, NJ 08540

Educational and Indoor Athletic Play Equipment
Holbrook Wood Products Co.
Coldwater, MI 49036

Educational Materials
Purchasing Services
PO Box 3198
Salem, OR 97302

Supplies and Equipment (Continued)

Handbook of Educational Work and Play Materials
Educational Playthings
The American Crayon Company
Sandusky, OH 44870

Kindergarten Specialists
Playtime Equipment Company
5005 Davenport
Omaha, NB 68132

Learning Resource Center, Inc.
10655 SW Greenburg Rd.
Portland, OR 97223
(503) 639-6112

Mor-Play, Block Play Program
R. H. Stone Products
PO Box 414
Detroit, MI 48121

Nasco Home Economics Catalog
1524 Princeton Ave.
Modesto, CA 95352
(209) 529-6957

A New World of Play
Play Sculptures, Inc.
5 University Plaza
New York, NY 10003

Play-Art Educational Equipment Company
437-430 Arch Street
Philadelphia, PA 19106

Sifo, World-Wide Toys - Tal-Cap, Inc.
Toy Division
834 North Seventh St.
Minneapolis, MN 55411

Teaching Aids - Educational Equipment - Supplies - Toys
Novo Educational Toy and Equipment Corp.
585 Avenue of the Americas
New York, NY 10011

Supplies and Equipment (Continued)

Washington School Supply Company
500 Westlake Avenue North
Seattle, WA 98109
(206) 682-5695
Local contact: Jim Beusch
(503) 647-5129

Western School Supply
5800 NE Hassalo St.
PO Box 13130
Portland, OR 97213
(503) 281-1193

APPENDIX G

COURSE MATERIALS

- Development Observation Form
- Mental Development Anecdote Observation Form
- Characteristics of Children
- Recipes and Ideas for Creative Activities

DEVELOPMENT OBSERVATION FORM

Physical-Motor

Child's Name ____________

Describe the child's ability for each skill in the comment section.

SKILL	COMMENTS
1. Cutting - straight lines	
- curved lines	
2. Printing own name	
3. Drawing with chalk	
4. Drawing with crayons	
5. Eating with a spoon	
6. Eating with a fork	
7. Putting together a 5-7 piece puzzle	
" " " 8-10 piece puzzle	
" " " 11-15 piece puzzle	
8. Buttoning his/her sweater or jacket - large buttons	
" " " " " medium buttons	
" " " " " small buttons	
9. Zipping jacket	
10. Typing	
11. Tying shoes	
12. Snapping snaps - large	
" " medium	
" " small	
13. Printing the alphabet - upper case letters	
" " " lower case letters	
14. Turning the water faucet on and off	
15. Turning lights on and off	

DEVELOPMENT OBSERVATION FORM
Physical-Motor (Continued)

Child's Name____________________

SKILL	COMMENTS
16. Catching a ball - large	
" " " medium	
" " " small	
17. Painting with a large brush	
" " " small brush	
18. Throwing a ball - large	
" " " medium	
" " " small	
19. Building with small blocks	
" " medium blocks	
" " large blocks	
20. Buckling a buckle	
21. Putting together the railroad tracks	
22. Turning the pages of a book, page by page	
23. Opening a door by turning the doorknob	
24. Closing a door	
25. Running	
26. Climbing	
27. Jumping on both feet	
28. Jumping first on one foot, then on the other	
29. Skipping	
30. Walking	
31. Hopping	
32. Balancing on left foot, eyes open	
" " right foot, " "	
" " left foot, eyes closed	
" " right foot, " "	
33. Galloping	
34. Holding - large objects	
" small "	
" medium "	

DEVELOPMENT OBSERVATION FORM
Mental

Child's Name________________

Describe the child's ability and/or understanding of each concept in the comment section.

CONCEPT	COMMENTS
1. Pronunciation of words (state whether the child experiences difficulty pronouncing any letters or sounds - write which ones under comments.	
2. Quality of language (does the child speak in complete sentences?)	
3. Correct grammar	
4. Level of vocabulary (does the child use a variety of words, of varying complexity?)	
5. Colors	
6. Shapes	
7. Long, longer, longest	
8. Short, shorter, shortest	
9. Small, smaller, smallest	
10. Big, bigger, biggest	
11. Long, short	
12. Big, little	
13. Tall, taller, tallest	
14. High, low	
15. Near, far	
16. Inch	
17. Foot	
18. Yard	
19. Time-seconds	
" minutes	
" hours	
" days	
" weeks	
" months	
" years	

DEVELOPMENT OBSERVATION FORM

Mental (Continued)

Child's Name________________

CONCEPT	COMMENTS
20. Weight - light	
" heavy	
21. Texture - smooth	
" rough	
" hard	
" soft	
" fuzzy	
" silky	
22. Counting	
23. Number concepts - (how much each number - 1, 2, 3, etc., represents)	
24. Hearing - recognition of different sounds	
25. Taste - recognition of different flavors	
26. Sight - recognition of different objects	
27. Problem solving (child's reaction to new equipment, number problems, recurring patterns, etc.)	

DEVELOPMENT OBSERVATION FORM
Social-Emotional

Child's Name____________________

Describe the child's behavior following each statement in the comment section.

QUALITIES, REACTIONS, BEHAVIORS, ETC.	COMMENTS
1. Special playmates	
2. One friend or many	
3. Quality of relationships with others - adults	
" " " " " children	
4. Ability to share	
5. Cooperation with others in a group situation	
6. Consideration of others in a group situation	
7. Able to accept failure	
8. Gets along with others without undue problems	
9. Affectionate to others - adults	
" " " children	
10. Interested in activities of others	
11. Able to accept blame	
" " " criticism	
" " " success	
" " " responsibility	
12. Reaction to conflicts	
13. Defense mechanisms child uses	
14. Tone at play	
15. Strength of feelings (deep, casual, indifferent)	
16. Curiosity child shows in surrounding world	
17. Awareness of self	
18. Opinion of self	

MENTAL DEVELOPMENT ANECDOTE OBSERVATION FORM

Write up anecdotes for any five of the following that you observe.

Anecdotes should include setting, names, and ages of child and stimulus if observed.

1. A child who recognizes names
2. A child who shows curiosity
3. A young child who can say the alphabet
4. A child with a "long" attention span
5. A child who shows a sense of humor
6. A child who shows imagination
7. A child who asks thoughtful questions
8. A child who shows evidence of thinking and reasoning
9. A child who has formed a concept of size
10. A child who has formed a concept of numbers or colors

Be sure to be complete in your descriptions. Describe the incidents well.

CHARACTERISTICS OF CHILDREN

TWO YEAR OLDS

- Clumsy, crawling, pushing, climbing
- Short attention span
- Curious
- Plays side by side but not together
- Learning feeling of possession--"It's mine!"
- Completely independent
- Lacks judgment
- Has to learn how things work
- Has to learn how things feel
- Has to learn how things taste
- Makes a game of resisting

THREE YEAR OLDS

- More concentrated on activity
- More organized
- Play together some
- Beginning to learn to take turns
- Almost too conversational
- Needs help in group play
- Has unreasonable fears
- Molds clay instead of just feeling
- Imitates people
- Acts out feelings

FOUR YEAR OLDS

- A "do-er"
- Has trouble carrying simple tasks through to completion
- Inconsistent--can do things when wants to
- Rejects behavior rules accepted as a three year old
- Craftsmanship reflects character
- Quickly destructive
- "Why?" and "How" stage
- Gets along with other children
- Manners unpredictable
- Hard to accept outside control
- Begins to enjoy conforming to some rules of society
- Dresses self, but forgets to finish.

FIVE YEAR OLDS

- Independent
- Entertains self
- Can help with chores
- Loves routine
- Humor is spontaneous
- Listens for longer periods
- Imaginative
- Curious about people and babies
- Can cooperate
- Pleased with a job well done
- Likes to work alone
- Builds more realistically
- Can concentrate
- Excursions important to learning
- Dresses self

RECIPES AND IDEAS FOR CREATIVE ACTIVITIES*

Poster Paint Activities

1. Ink Blots: Prefold paper, drop thick paint onto paper from tongue depressors, refold, open. Several colors may be used.

2. String painting: Dip short lengths of string into bowls of paint and let them fall on paper. Fold paper and pull string out while the paper is held shut with one hand.

3. "Block" printing: Dip objects into bowls of paint or press on felt soaked in paint, then imprint or rub on paper. Objects may be spools, corks, sink stopper, sponges, jar lids, small blocks, scrub brushes, potatoes cut in shapes, combs, Q-tips, etc.

4. Dry powder painting: Put dry powder paint in dishes at easel or on table, and use wads of cotton. Gives soft effect. Or use heavy construction paper. Make a puddle (small) of water on the paper with a small paint brush. Dip wet paint brush into dry tempra and start working into puddle. Paint as large area as desired.

5. Textured paint: Mix textured substance with paint for different effect, adding a little glue to insure sticking. Use salt (which sparkles when dry), fine sawdust or coffee grounds. Also, sprinkle soap flakes on painted surface.

6. Spatter painting: Wire screens on frames, toothbrushes, pans of thin paint and designs to set under screen on paper. Objects may be paper silhouettes, leaves, cooky cutters, or a variety such as keys, forks, spoons, scissors, tongue depressors, etc. When one color is dry, another may be used.

7. Table painting: Use bowls of paint and short handled brushes.

8. Fancy paper: Cut easel paper into unusual shapes to stimulate more elaborate design painting on child's part: circles, triangles, free form, Easter eggs, Christmas trees, houses, etc.; example - dimensional figures.

9. Different types of surfaces may be painted:
    - Paper towels
    - Colored construction paper
    - Printed newsprint
    - Finger paint paper
    - Cardboard boxes
    - Egg cartons
    - Wallpaper
    - Magazine pages
    - Dry-cleaning bags
    - Wooden blocks
    - Cloth
    - Wood
    - Clay
    - Dried dough
    - Sea shells
    - Stones
    - Branches
    - Paper bags
    - Oil cloth

*Compiled by: Family Life Department, Oregon State University

10. Window painting: Bon Ami or Glass Wax may be colored with dry paint powder and used to paint windows.

11. Soap painting: Whip soap powder, add dry paint powder and apply with brushes. Substance will be very stiff and is conducive to making designs.

12. Crayon and paint: Draw on paper with light-colored crayons, then cover with wash of dark paint. Paint will cover all but crayon markings.

13. Detergent paint: Paint mixed with detergent can be used to paint on glazed paper surfaces, plastic, aluminum foil and glass.

14. Presenting variety of colors: Vary the usual primary colors by mixing and presenting unusual shades of color and unusual combinations of colors: pastel tints, grayed tones, black, white.

15. Mixing colors: Put out colors in small amounts in paper cups or muffin tins so the children can mix their own paints to be used at tables or easel. Mixing primary colors teaches composition of secondary ones. Mixing black or white with primary colors teaches pastel tints and grayed tones.

16. Water painting: Large brushes and small pails of water can be used to "paint" fences, walks, bikes, or sides of buildings.

17. Sponge painting: Cut sponge into small pieces about 2" square. Clip a clothes pin onto sponge for handle. Dip into a mixture of tempra paint and make design on paper. This is one of the least messy ways to paint.

18. Squeeze-bottle painting: Put finger paint (colored and not too thick) into a plastic type squeeze bottle. Take a 12" x 18" piece of heavy paper (white) and fold in half. On one half of the paper squeeze dots of paint (not too close together); press the halves together and then open the paper and see the different designs. (Children love this.)

Poster Paint Recipes

Soap Paint

Ivory soap flakes
water
Dry tempera or food coloring

Put small amount of water in a deep mixing bowl. Begin adding soap flakes and beating mixture with an egg beater until mixture is thick and fluffy. Add desired color; use as finger paint.

Do not make ahead of time or store for future use, as mixture becomes stringy. The value of this paint is its delightfully fluffy consistency, and the fun that the children can have mixing it with the egg beater.

Detergent Paint

Place a couple of tablespoons of powdered detergent in a paper cup or muffin tins. Add a little tempra, or food coloring, and just enough water to make it a consistency for painting. This paint is an excellent medium because it washes off brushes easily, and it can be made thin enough to use as a background wash or thick enough to give a three-dimensional effect.

Crayon Activities

1. Crayon etching: Cover paper with light colored crayon, then cover light surface with dark crayon. Scratch through to light surface with edge of blunt scissors or tongue depressor.
2. Crayon leaf prints: Place leaf under newsprint, scribble with crayon on top of paper to get impression of leaf. Can also be done with coins, string, pieces of paper, wire screening, burlap, etc.
3. Crayon and paint: Draw on paper with light-colored crayons, then cover with wash of dark paint. Paint will cover all but crayon markings.
4. Colored paper: use crayons on colored paper to teach children what happens when one color is applied to another.
5. Single colors: Pick out one color to use for an entire picture. This offers a change from having a variety of colors to use.
6. Variety in diameter: Wide crayons stimulate more extensive drawing, narrow crayons stimulate more detailed work.
7. Crayon stenciling: Draw on a piece of cloth with a firm, even weave. The material should be a light, solid color. Place material face down between two pieces of smooth paper and press with hot iron. Do not rub iron across paper.

Chalk Activities

1. Dry paper: Use colored or white construction paper, or finger paint paper may be used to give rough or smooth surface.

2. Wet paper: Paper dipped in water permits chalk to slide more easily, gives more fluid motion to drawing and makes color more brilliant. Construction paper or paper towels may be used.

3. Wet chalk: Chalk is dipped in bowl of water before using on dry paper. Effects similar to #2.

4. Buttermilk or diluted plastic starch: Used to wet paper. Chalk sticks to paper after drying.

5. Fixative: May be sprayed on dried chalk drawing or added to water for wet paper drawing. Prevents chalk dust from rubbing off. (Hair spray may be used as a substitute.)

6. Blackboard: Large surface encourages expansive, sweeping motions.

Finger Paint Recipes

To use any of these finger paints, spoon paint onto paper which has been dampened with a sponge on both sides and smoothed onto the table. Use one or several colors together. Butcher paper, glazed shelf paper or regular finger-paint paper are best. DO NOT USE NEWSPRINT.

Children should stand to finger paint. Cut sleeves from a man's shirt and use as a paint shirt. Button down the back. Lay painting flat on newspaper to dry.

1. Linit Starch and Soap Finger Paint

1 c. Linit Starch
1 1/2 c. boiling water
1/2 c. soapflakes (not soap powder)
1 T. glycerine (optional, makes it smoother)

Method: Mix starch with enough water to make smooth paste. Add boiling water and cook until glossy. Stir in soap flakes while mixture is warm. When cool add glycerine and coloring (powder paint, poster paint, or vegetable coloring).

2. Flour and Salt Finger Paint. Cooked

2 c. flour
2 t. salt
3 c. cold water
2 c. hot water

Method: Add salt to flour, then pour in cold water gradually and beat mixture with egg beater until it is smooth. Add hot water and boil until it becomes glossy. Beat until smooth, then mix in coloring.

3. Flour and Salt Finger Paint. Uncooked

1 c. flour
1/2 t. salt
1 c. water

Method: Combine flour and salt, add water. This has a grainy quality unlike the other finger paints, providing a different sensory experience.

4. Argo Starch Finger Paint

1/2 c. boiling water
2 T. Argo Starch
6 T. cold water

Method: Dissolve starch in cold water in cup. Add this mixture to boiling water, stirring constantly. Heat until it becomes glossy. Add color.

5. **Whiz-Bang Finger Paint** - when you want paint in a hurry, try this!

   3 parts water
   1 part wallpaper paste flour
   color

   Stir flour into water, add coloring (wallpaper paste can be purchased at low cost in wallpaper stores or department stores). Some children enjoy the different touch sensation when 1 1/2 cups of salt is added to the recipe.

6. **Even-Faster Finger Paint**

   Liquid plastic starch (obtainable in grocery stores, approx. 25¢ qt.)
   Powder paint in salt shakers

   Method: Spread liquid starch over dry paper. Shake powder paint on paper and spread with hands.

7. **Finger Paint**

   1 c. *dry* laundry starch
   1 qt. *cold* water
   1 c. Ivory soap flakes
   Few drops of wintergreen
   1 tsp. glycerine (can be purchased at a drug store)

   Make smooth paste of starch and cold water. Cook in double boiler until thick. Add soap flakes and stir or beat. Mix in wintergreen and glycerine and beat again until thoroughly mixed.

   Store in a glass jar with tight fitting lid.

8. **Finger Paint**

   Stir 1 cup starch (linit type) into 8 cups water. (2 cups cold and 6 cups hot).
   Bring to a boil, stirring frequently.
   Remove from heat and add 1 cup Ivory soap flakes.
   Cool before adding coloring to mixture or leave clear and add color as it is being used.

9. **Finger Paint**

   1 c. sugar
   1 c. flour
   1 tsp. powdered alum
   6 c. water (2 cups cold, 4 cups hot)

   Mix 2 cups cold water with dry ingredients, add 4 cups hot water.
   Cook in top of double boiler or large kettle until it thickens, stirring constantly.
   Add color as desired.

Recipes for Dough and Other Plastic Materials

1. Cooked Dough

1/2 c. flour
1/4 c. cornstarch, blend with cold water
2 c. boiling water
1/2 c. salt

Method: Add salt to boiling water. Combine flour with cornstarch and water. Pour boiling water into cold mixture. Put over hot water and cook until glossy. Cool overnight, knead in flour until right consistency, adding color with flour.

2. Another Cooked Dough

4 T. cornstarch
1/2 c. boiling water
1/2 c. salt

Method: Mix cornstarch and salt. Add color if desired. Pour on boiling water, stir until soft and smooth. Place over fire until it forms a soft ball. In using, if it sticks to fingers, dust hands with cornstarch.

3. Salt Flour Dough

1 1/2 c. water
1/2 c. salt
2 TB alum
2 TB vegetable oil
2 tsp. food coloring
2 1/2 c. flour

Method: Heat water and salt until bubbles form on the bottom of pan. Remove from stove and add alum, oil, and food coloring, stirring well. Add flour all at once. Mix and knead until dough is smooth and pliable. More water may be added, a few drops at a time, if dough seems too stiff.

Store in an air-tight container or plastic sack.

4. Uncooked Dough

Either:
1. 3 parts flour to 1 part salt
2. 2 parts flour to 1 part salt
3. equal parts flour and salt

Method: Mix flour and salt thoroughly. Add colored water (color water with vegetable coloring or powder paint) or add dry powder paint to flour and salt, and mix before adding clear water. Add enough water to form dough in ball. Knead on floured surface until it has become pliable but is not sticky. 1 T. alum may be added to each 2 cups of flour as preservative.

5. Magic Modeling Goop

2 c. table salt	1 c. cornstarch (loose)
2/3 c. water	1/2 c. cold water

Method: Mix salt and 2/3 c. water in saucepan, stirring until mixture is well heated, 3 to 4 minutes. Remove from heat and add cornstarch which has been mixed with 1/2 cup cold water. Stir quickly. Mixture should be consistency of stiff dough. If mixture does not thicken, place over low heat and stir, about one minute, until it forms a smooth pliable mass. Leave the mix a natural white, or divide into portions and add regular food colors till desired brilliance is achieved.

(Modeled objects may also be painted or decorated when dry to give surface color.) Mix can be kept indefinitely if wrapped in plastic bag. Makes 1 3/4 pounds. No refrigeration is necessary.

Modeled objects will dry and harden at room temperature in approximately 36 hours.

To use: Dough may be modeled freely into beads (make holes with a toothpick and string when dry), small dishes, fruits and vegetables, or original designs. If the mixture is used in its natural color, modeled objects may be painted or decorated when dry to give surface color. For ornaments, roll dough out between two sheets of waxed paper, then cut with cooky cutters and decorate as desired. Modeled objects will dry and harden at room temperature in about 36 hours. Turn occasionally so that pieces dry evenly.

6. Creative Clay

2 c. baking soda (1 lb. package)	1 1/4 c. water
1 c. cornstarch	Food coloring if tinted clay is desired

Method: Combine baking soda and cornstarch in saucepan. Mix thoroughly, stir in water. (Add coloring if desired.) Cook over medium heat about 4 minutes, stirring constantly until mixture reaches a dough-like (or most mashed potato) consistency. Turn out on a plate and cover with a damp cloth. Store in refrigerator until cold (for about a half hour). Knead as you would dough until smooth.

Can be cut rolled, molded into many things. Pieces will dry overnight; heavier ones take longer. Paint with tempra or water colors. Spray with clear plastic or brush on clear nail polish.

7. Sawdust and Wheat Flour

4 parts sawdust
1 part wheat flour

Method: Make paste of wheat flour and water. Add sawdust. Presents interesting sensory appeal.

8. Asbestos Clay

2 c. asbestos cement
round tsp. wheat flour

Method: Mix cement and flour with enough water to make right consistency.

9. Craft Plaster

1 2/3 c. powdered soap - (detergent is poison if swallowed)
1/2 c. plastic starch

Method: Whip with beater until very thick. Apply with fingers. Can be used to cover egg shells, Christmas ornaments, or for landscape building.

Preparing Powdered Clay

Proportions: 1 1/2 pints of water to 5 pounds (1 package) of clay.

Mixing: Clay should be mixed a week or more before it is to be used.

Line a crock with a dampened cloth, the corners hanging over the edge of the crock. Pour in the clay powder, then the water. Add clay and water alternately when preparing more than one package of clay. Do not stir. Put the lid on the crock.

A week later, lift the cloth containing the clay from the crock and place it on newspapers on the floor. Grasp the cloth firmly and pound the clay on all sides. This pounding removes the air bubbles which cause a clay object to crack when dry.

Test the clay by rolling a small lump of it between the hands. If it is ready to use, it will form a roll which is neither so wet that it sticks to the hands, nor so dry that cracks appear. If the clay is too wet, expose it to the air, pounding it occasionally until it dries enough. If the clay is too dry, make several holes in it, and fill them with water. When this water has soaked in, pound the clay again and test it.

Storing for Future Use:

Clay can be kept in a usable condition indefinitely. Cut the ball of clay into six or eight pieces. String or wire may be used to cut it. Shape the pieces into bricks in the crock and cover with a damp cloth. Replace the lid and store in a cool place until needed.

Recipe for Making Paper Mache Pulp

Pulp paper mache is a modeling material that can be made by using newspaper and paste. Paper mache articles are light in weight, hard and strong; and they can be decorated, using poster or powdered paint.

Three large sheets of newspaper will make about one cup of pulp. A large quantity of pulp can be made and stored. Add paste only on the day that the pulp is to be used, since paste becomes moldy in a short time.

The newspaper can be reduced to pulp in various ways. Two methods are given:

Tear several thicknesses of newspaper into strips and then into pieces about the size of a nickel. (Dampen the paper to make tearing easier.) Let the pieces fall into a pan of warm or hot water.

Tear handfuls of the wet pieces and tear them finer with a wringing motion.

Rub the pulp between the hands with a scrubbing motion.

Crumple sheets of newspaper one at a time and put into a pail of water. Be sure that all paper is thoroughly wet. (If the paper is soaked for an hour or longer, the work will be easier.)

Pour off excess water.

Pour and grind the paper into pulp using the ends of two sticks, one in each hand.

Continue the rubbing or pounding until the pulp is very fine and no bits of newspaper can be seen.

Put the pulp into a cloth and squeeze to remove as much water as possible. Store the moist pulp in a covered container until needed.

Measure as much pulp as will be needed for the day's work and place in a container.

Add one part of the prepared paste to every two parts of the pulp and mix thoroughly to make paper mache.

Board - Magazine Pictures

Bright colored magazine picture
Thin board (Plywood type)
Polymer Medium

Paint face of picture with Polymer Medium and let dry 5 minutes or so. Paint Polymer Medium on board evenly. Place picture face down on board. Push air bubbles out carefully and evenly. Let dry 20 minutes (more if possible). Use warm water--lots of it on the board--keeping it very moist. With fingers, wash off paper carefully. Best to start in corners and try to roll the paper off. When paper is off, let picture dry and then cover with one or more coats of Polymer Medium to give glossy effect.

(Be certain to wash Polymer Medium from brushes as soon as possible in ordinary water or they will harden permanently.)

Paste Recipes

1. Bookmaker Paste

1 t. flour
2 t. salt
1/4 t. powdered alum
1 heaping t. oil of cloves
1 pt. cold water

Method: Mix dry ingredients with water slowly, stirring out lumps. Slow fire - cook over double boiler until it thickens.

2. Flour Paste

1/4 c. flour
1/4 c. cold water - makes a creamy mix

Method: Mix together flour and cold water. Boil over low fire for 5 minutes, stirring constantly, cool. Add cold water to thin if necessary. Add a few drops of oil of peppermint or oil of wintergreen.

3. Co-op Paste

1 c. sugar
1 T. alum
oil of cloves
1 c. flour
1 qt. water

Method: Mix and cook in double boiler until thick. Remove from heat and add 30 drops of oil of cloves. Fills juice container about 3/4 full. Needs no refrigeration.

4. Starch Paste

undiluted liquid starch

Method: This simple paste substitute can provide an even more satisfying pasting experience for small children than other commercial varieties. Simply paint the starch on slick white paper, and then let the children place paper pictures or collage material in place and press. Do not try to paste heavy materials with this.

Fun with Paper and Paste

Cut Paper or torn paper designs - Using a piece of plain light or dark paper, paste on various shaped pieces cut or torn from different colored scraps of construction paper. Wallpaper books can also be used. This may be combined with crayon drawing for interesting effects.

Popcorn pasting - Pieces of popcorn can be pasted on paper to add special effects to crayon drawing or torn paper designs. Popcorn pasted to a branch gives the effect of a blooming tree.

Cotton Therapy and String Pictures - Starting with an outline drawing (lamb, cloud, etc.), let the child paste cotton bits to the paper filling in the outline drawing. Working with balls of cotton seems to have a relaxing effect on children. Strands of rug yarn can be used to fill in outline drawings, also.

Puzzles - Let your child draw pictures on thin sheets of cardboard, then cut in interesting shapes to make a puzzle. A magazine picture can be pasted to a sheet of cardboard and made into a puzzle this way.

Paper Plate Decorating - Paper plates may be used to make "framed" pictures with crayons or paints. They also make interesting hats, decorated with bits of crepe paper, kleenex, cloth, artificial flowers, etc. The imaginative possibilities for use are many.

Framed Pictures - To add a finishing touch to any type picture, turn up an edging of about 1 inch around the paper and miter the corners. This gives a feeling of depth and richness to the picture.

Foil Paper Play - A small sheet of foil can be molded into many useful things - small dishes, ornaments, jewelry, dollhouse accessories, etc.

Collage Pasting - Collect scraps of various materials, colored paper, cloth, candy cups, buttons, pipe cleaners, bottle caps, etc., and combine in original design featuring many varying textures. This generates imaginative results!

Masks - Use a paper bag large enough to fit over your child's head, and cut it off at shoulder length. You may wish to help him cut out the eye and mouth openings, then let him color, paint or decorate the mask as he wishes.

Paper folding - To make snowflakes or paper lace designs, fold paper in quarters (or eighths), then let child cut along the four edges, snipping in and out to form the lacy design when unfolded. Fans can be made by folding a sheet of paper in 1 inch strips (after decorating) and securing at the bottom. Paper dolls, lanterns, puppets, etc., are other possibilities.

Collage Materials

Textured Materials

- fur scraps
- leather
- felt
- burlap or sacking
- corrugated paper
- egg carton dividers
- sand paper
- velvet
- corduroy
- seeds
- twigs
- pebbles
- excelsior
- feathers
- cotton
- pipe cleaners
- acorns
- shells

Patterned Materials

- wallpaper samples
- magazines
- greeting cards
- paper
- catalogs
- patterned gift-wrapping

Transparent and Semi-transparent Materials

- nut fruit sacks
- onion sacks
- nylon net
- thin tissue paper
- lace
- organdy
- veiling
- metal screening
- colored cellophane
- paper lace doilies

Sparkling or Shiny Materials

- sequins
- glitter
- aluminum foil
- paper from greeting cards
- coinette ribbon
- Christmas wrapping paper
- Christmas tinsel
- mica snow
- tin foil

Shapes

- buttons
- drinking straws
- wooden applicators
- spools
- scrap sponge
- paper clips
- cork
- bottle caps
- styrofoam
- tongue depressors
- cupcake cups
- heavy cotton rug yarn
- rubber bands
- toothpicks
- beads
- fluted candy cups
- gummed stickers
- string

Scattering Materials

- sand
- sawdust
- tiny pebbles
- shavings
- twigs
- salt

Water Play Materials for Pre-Schoolers

Home Made Soap Bubble Solution

1 qt. container 2/3 full of soap flakes
1 t. sugar
4 TB. glycerine
OR
liquid detergents

(Fill containers with hot or boiling water. Stir vigorously and strain. Add water or vegetable coloring.)

Use large paper straws, plastic pea shooters or sewing thread spools for blowing. Young children enjoy leaving the straw in the solution and blowing many, many bubbles. This can be done at newspaper-covered tables.

Real Paint Brushes and Containers

"Water" painting is fun. Outside in warm weather, it dries as fast as you paint. Children love trying to keep it wet.

Plastic Baby Bath, Pails, Detergent and Bleach Bottles

Just pouring water back and forth is excellent exploration of a fluid material and is extremely relaxing for children.

Egg Beaters, Wire Whisks, Plastic Funnels, Sponges

Make suds - transforming them into pies, ice cream cones, cupcakes, etc.

Rubber Dolls, Dishes, Doll Clothes

Wash these toys even if they are already clean!

Pieces of Garden Hose

Just watching the water run out has merit!

APPENDIX H

WORK EXPERIENCE

- Suggestions for Teacher Aides
- Child Development Center Instructions for Students
- A Nursery School Schedule
- Division of Responsibilities for A Preschool
- Suggestions for Employers with Student Child Care Workers
- Work Experience Student Evaluation Form
- Employee Performance and Work Appraisal Form
- Certificates of Competency

SUGGESTIONS FOR TEACHER AIDES

Helping Young Children to Become More Cooperative

The young child's tempo is much slower than ours. Allow time to obey, to respond, and to cooperate. Walk slowly beside the child; hold hands if the child is willing.

When talking to a child, stoop down, or sit on a low chair, so your faces are at the same height.

Give all directions clearly and simply. Have clearly in your mind just what you wish to accomplish.

Do not ask a series of questions at the same time, such as, "Do you want me to help you, or can you manage by yourself?" Ask one question, and then, if necessary, ask the other one.

Avoid doing things which the child can learn to do without help. Encourage and help the child to gain independence.

In cases where a choice is involved, have a positive tone in your voice. "It's time to come in and go to the toilet now," or "One more turn, then come right in."

Never interrupt a child's play unnecessarily. When it is necessary to give a command, have an inward conviction that you will be obeyed. Allow time to prepare, and take obedience for granted.

Put emphasis on the thing to be done, not on the child doing it: "Turn water on gently." "Close doors quietly."

If discipline is necessary, be sure that the child understands clearly why. Be calm and consistent in your requirements and appreciative of efforts in the right direction and of progress. When the incident has been dealt with, it is over. Receive the child affectionately and do not refer to past misdeeds unless absolutely necessary.

Listen to children. You will learn many valuable things about how they think and feel!

CHILD DEVELOPMENT CENTER INSTRUCTIONS FOR STUDENTS

You are now an assistant to the teacher in the child development center. In this role, you have special responsibilities:

1. First of all, the teacher depends on you to be present. Arriving on time is very important, too.

2. Wear comfortable shoes and washable clothes, or put on an apron so that you will be less concerned about spilled paint, muddy fingers, or sitting down on the floor with a child at play. Be sure to bring warm clothing for working and observing in the outdoor play areas.

3. Never discuss a child's behavior when the child is present. Never belittle a child with comparisons to other children who can do something more skillfully.

4. Avoid conversations with other students when you are "teaching" or observing. Conversation takes your attention away from the children and suggests an attitude of indifference to your responsibility.

5. Be careful never to discuss with anyone outside our classroom any personal information about the children. Confidential material should be recognized and respected as confidential.

6. Parents are interested in hearing about their children and will welcome comments on activities and interests. If they ask questions about behavior, be sure to refer them to the teacher. Do not give advice. Please remember that parents have very strong feelings about their children. So, please be respectful and sensitive to these feelings.

When you are with the children: Stand so that you are in a position to forestall possible accidents. If you are engaged in helping one child, stand so that you can see the group, not with your back to the group.

Watch the equipment: Be sure that ladders are firmly fixed and that boards are not likely to slip. If you see a loose nail, remove it or pound it in. Give special care to children using tools, playing on the teeter totter, swings, the indoor slide, the climbers, and to the block area. Show children how to use equipment safely. Use positive statements like: "This is the way to use the hammer" or "Walk around the swings."

Clothing: Be sure that each child's clothing is adjusted to the weather. For example, if the ground is wet, be sure a child has his boots on; or, if the sun gets very warm, be sure that a child's sweater is removed. Assume responsibility for this yourself. Also be sure that a child does not sit in wet sand or on the ground when it is wet. Get the child a block or board to sit on instead.

Health: Report promptly to the teacher any sign of illness in a child.

Preparation of Equipment: Be sure that all equipment to be used is ready so that the child can use it. For example, swings wiped dry if damp, easels set up with paint and paper and newspaper down on floor underneath. Also table games put out.

Putting Away Equipment: At the end of the children's day, assistants should check to make sure that all equipment is put away. Wheel toys go inside outer storage closet. Sand toys should be picked up. Inside blocks, doll corner and table games in order. Book shelves and small trucks straightened up. Play dough stored away in a plastic bag in refrigerator. Clean tables that need cleaning using a damp sponge. Clean up painting equipment; if paint is still usable, wipe off container and put lid on it. Wash empty paint containers and brushes and store in cupboard. Wash easels with sponge and water to remove all paint. Throw out soiled newspapers.

Suggestions as to how you can help the children:

1. Use a quiet, confident tone of voice when you speak to a child. If you speak quietly, a child will respond better to you than if you raise your voice and speak in a commanding tone.

2. Make directions specific; use as few words as possible.

3. Give the child plenty of time. A child often resists if hurried. Perhaps there has not been time to park a truck where the child wants to leave it. We can respect this purpose without encouraging the child to "stall." If the child thinks of one thing after another to delay coming in for juice, explain that juice is ready and that after the jump rope is put away, the child will need to come inside. Then, when the rope is put away, quietly take the child's hand and go inside.

4. Make your suggestions positive. State what you want done rather than what you don't want done. Avoid using the word "don't." You'll get better results if you say, "Ride around the table," instead of "Don't bump into the table."

5. Interest the child in desirable behavior. Help children by making desirable behavior seem more interesting and fun. Example: "Let's pretend we're delivery agents when we put the blocks away in the wagon." You may help by giving a child something to look forward to after completing a task by saying, "As soon as you have washed your hands, we'll have a snack."

6. Encourage the child to be independent. Allow enough time for the child to dress for outside without assistance. Help a child only when needed in putting on boots. Let a young person wipe up spilled juice or water, even though you may have to go over the spot afterwards. If you hold the swing, the child may be able to climb in it without help. In offering this type of assistance, you encourage independent problem solving.

7. When children play together, encourage them to cooperate with, and enjoy other people. Children will more likely grow into considerate people if their experiences with others have been pleasant. They will not have fun if they are scolded for mistakes. Do not make comments such as, "It's naughty to hit," or "You must not be selfish with your toys." A child will want to play alone to avoid trouble if these directions are repeated often.

   They will not learn to like others, either, if we say to them, "See if you can't beat John getting dressed." Competition can create conflict and hurt feelings.

RULES FOR CHILDREN

Inside:

1. Do not sit or climb on tables.
2. Creative materials should be used mainly at tables. (If a child wants to color on the floor, put newspaper down first.)
3. Carry water only when supervised by the teacher or assistant.
4. Large wood blocks should be stacked only as high as a child's shoulder.
5. Do not climb on open shelves.
6. Only the teacher or assistants are permitted to operate the record player.
7. Keep books off the floor.
8. Walk while in the playroom, unless participating in a music session or a game.
9. A child who brings something from home, may show it to the class and then put it in tote box.
10. The piano is used only for music time when the entire class can enjoy it. A child who wants to play music may use the xylophone.

Outside:

1. A child should go outside only when accompanied by the teacher or an assistant.
2. Do not climb on the fence.
3. Keep the sand in the sand box.
4. Walk out of play area only with teacher's permission.
5. Children must be escorted between upper porch and lower play yard.

Keep in mind the safety of the child. Restrict any activity that endangers any child. Be consistent in setting limits on children's behavior.

A NURSERY SCHOOL SCHEDULE

Time	Activity
8:30 - 8:45 A.M.	Children arrive and are checked in by a teacher.
8:30 - 9:30	Self-directed activity inside
9:30 - 9:45	"Special Time" - All teachers and children assemble together to talk about the topic for the day. Music, finger plays, flannel boards, stories and discussion will be the types of activities used to promote a learning experience.
9:45 - 10:00	Self-directed activity inside
10:00 - 10:15	Snack Time
10:15 - 11:25	Self-directed activity inside or outside
11:25 - 11:30	Clean-up
11:30 - 11:45	Story time
11:40 - 11:50	Parent arrives to pick up child. Stories will continue until the child is picked up by parent.

DIVISION OF RESPONSIBILITIES FOR A PRESCHOOL

Observation and Snacks

1. Plan snacks, list supplies needed on an order sheet.
2. Prepare snacks.
3. Get warm soapy water ready (2 basins).
4. Set tables for snacks.
5. Sit at snack table.
6. Clean-up after snacks.
7. Observe children and work on assigned observation.
8. Help shake out rugs.

Table Toys

1. Plan table toys to be used during the week.
2. Set out toys.
3. Supervise the table toy area.
4. Read two stories at story time. (List stories you plan to read on a plan sheet.)
5. Assist children with clean-up in table toy area.

Science

1. Plan science activities for the week. (Includes water table.)
2. Set out science activities.
3. Supervise in the science area.
4. Assist outside if needed.
5. Assist in a story group.
6. Assist children with clean-up in science area.
7. Assist children with feeding and cleaning of pets.

Doll Corner

1. Plan activities for doll corner for the week.
2. Set out doll area activities.
3. Supervise in the doll area.
4. Assist outside if needed.
5. Assist children with clean-up in doll corner.
6. Sweep the floor.

Blocks

1. Plan activities for block area for the week.
2. Set out blocks or other planned equipment.
3. Supervise in the block area.
4. Sit at the snack table.
5. Assist children with clean-up in block area.
6. Help shake out rugs.

Painting

1. Plan activities for paint area for the week.
2. Set out paint activities.
3. Supervise in the paint area.
4. Read two stories at story time. (List stories you plan to read on a plan sheet.)
5. Assist children with clean-up in paint area.

Creative Area

1. Plan activities for creative area for the week.
2. Set out creative materials.
3. Supervise in the creative area.
4. Assist in a story group.
5. Assist children with clean-up in paint area.

Outside and Observation

1. Plan activities for outside for the week.
2. Assist the children in taking materials outside.
3. Supervise outside.
4. Assist the children in putting the materials away.
5. Observe children and work on assigned observation.

SUGGESTIONS FOR EMPLOYERS WITH STUDENT CHILD CARE WORKERS

Students in the child care service program who have been placed for a field experience should be able to do any of the following and should be prepared by the next visit to the station.

1. Prepare a story to be presented in one of the following ways: by a book, flannel graph, record, verbally (without visual aid), or as a dramatization by children.
2. Direct a discussion for show and tell, or for a special class project such as a science experiment.
3. Prepare and carry out creative art activities.
4. Plan a class time for exploration of interpretive or patterned movement.
5. Record objective observations for an individual child in the classroom.
6. Prepare refreshments.
7. Make playdough with given flour and salt.
8. Plan and carry out special sit down activities that develop perception, hand eye coordination, or concepts of size, shape, and color.
9. Assist with supervision during work time (math, reading, etc.).
10. Administer first aid if needed to prevent shock after an accident, perform mouth to mouth resuscitation, or stop severe bleeding or poisoning.
11. Supervise the classroom if the teacher is needed in another part of the building.
12. Plan and create a bulletin board or decorate another part of the room.

These are basic ideas which might help you to use student assistants more effectively.

WORK-EXPERIENCE STUDENT EVALUATION

NAME

DATE

FIRM NAME

TYPE OF BUSINESS

Specific duties during evaluation period:

Please evaluate student employees in each of the following areas. Feel free to comment where appropriate.	outstanding	good	adequate	needs improvement	not applicable
1. Personal grooming, dress and bearing. Comment:					
2. Basic Skills (reading, math, mechanical, penmanship, etc.). Comment:					
3. Ability to get along with fellow workers. Comment:					
4. Ability to follow directions and ask questions to clarify. Comment:					
5. Recognition of things to be done. Comment:					
6. Care, perseverance and thoroughness in routine work. Comment:					
7. Eagerness to learn new things about the job. Comment:					
8. Response to comments, corrections and evaluations. Comment:					

(MORE)

9. Would you say that the student has generally improved since the last evaluation?
Comment:

---

10. Have you discussed this evaluation with the student?
Comment:

General Comments:

Supervisor

EMPLOYEE PERFORMANCE AND WORK APPRAISAL
For Use with Student Child Care Workers

Date ______ to Date ______

Date Report is Due ________

Name of Student ________________ Employer ________________

TO THE EMPLOYER: It will help the school in planning further training for the student worker if you will complete this report. Please read it carefully. On each line, place one check mark over the phrase which describes the worker most accurately. If you think the individual is about halfway between two descriptions, make your mark about halfway between them on that line. Any additional comments you wish to make will be helpful.

________________, Coordinator ________ High School

1. Ability to follow instructions	Seems unable to follow instructions	Needs repeated detailed instructions	Follows most instructions with little difficulty	Follows instructions with no difficulty	Uses initiative in interpreting and following instructions
2. Ability to get along with people	Frequently rude and unfriendly--uncooperative	Sometimes lacks poise and understanding--seems indifferent	Usually gets along well with people	Usually poised, courteous tactful in working with people	Unusually tactful and understanding in dealing with all types of people
3. Attitude toward appearance of work station	Maintains careless, slovenly work station	Allows work station to become disorganized	Follows good housekeeping rules	Takes pride in appearance and arrangement of work	Keeps work place outstandingly neat and efficiently organized
4. Cooperation	Uncooperative, antagonistic--hard to get along with	Cooperates reluctantly	Cooperates willingly when asked	Usually cooperates eagerly and cheerfully	Always cooperates eagerly and cheerfully without being asked
5. Industry	Always attempts to avoid work	Sometimes attempts to avoid work	Does assigned job willingly	Does more than assigned job willingly if given directions	Shows originality and resourcefulness in going beyond assigned job without continual direction
6. Quality of work	Does almost no acceptable work	Does less than required amount of satisfactory work	Does normal amount of acceptable work	Does more than required amount of neat, accurate work	Shows special aptitude for doing neat, accurate work beyond the required amount
7. Dependability and Judgment	Unreliable, even under careful supervison	Sometimes fails in obligations even under careful supervision	Meets obligations under careful supervision	Meets obligations with very little supervision	Meets all obligations unfailingly without supervision
8. Appearance	Slovenly and inappropriately groomed--disagreeable personality	Sometimes neglectful of appearance--ineffective personality	Satisfactory appearance and personality	Neat and appropriately groomed--pleasing personality	Exceptionally neat and appropriately groomed--outstanding personality
PROGRESS	Fails to do an adequate job	Lets down on the job somewhat--slow to learn new techniques	Maintains a constant level of performance	Shows considerable progress--learns new techniques reasonably fast	Shows outstanding progress--learns quickly
OVERALL ESTIMATE OF STUDENT'S WORK	Poor	Below average	Average	Above average	Outstanding

COMMENTS: ________________________________

Suggested Grade: A B C D F   Days absent ______   Days tardy ______   CE-9(72)

Signature of Student ________________

Signature of Employer or Supervisor ________________

CERTIFICATES OF COMPETENCY
FOR CHILD CARE STUDENTS

________________________________ has completed the Child Care Services I course at Beaverton High School. The course included the planning and supervising of a preschool six hours each week. During the other four seminar class hours each week, various topics were covered. A few of the topics covered during those classes were: social, emotional, physical, and intellectual development; planning the preschool curriculum; guidance and discipline; teaching emotionally disturbed, handicapped, and exceptional children; as well as many other subjects. The student named above has the necessary knowledge and skills to be a competent child care aide.

Child Care Services Teacher
High School

____________________________ has completed the Child Care Services II course at Beaverton High School. The course included 15 hours weekly of supervised work experience in various early childhood education programs. The student named above has the necessary knowledge and skills to be a competent child care aide.

Child Care Services Teacher
High School

APPENDIX I

TESTS AND SCALES

Denver Developmental Screening Test

Crippled Children's Division Developmental Progress Scale

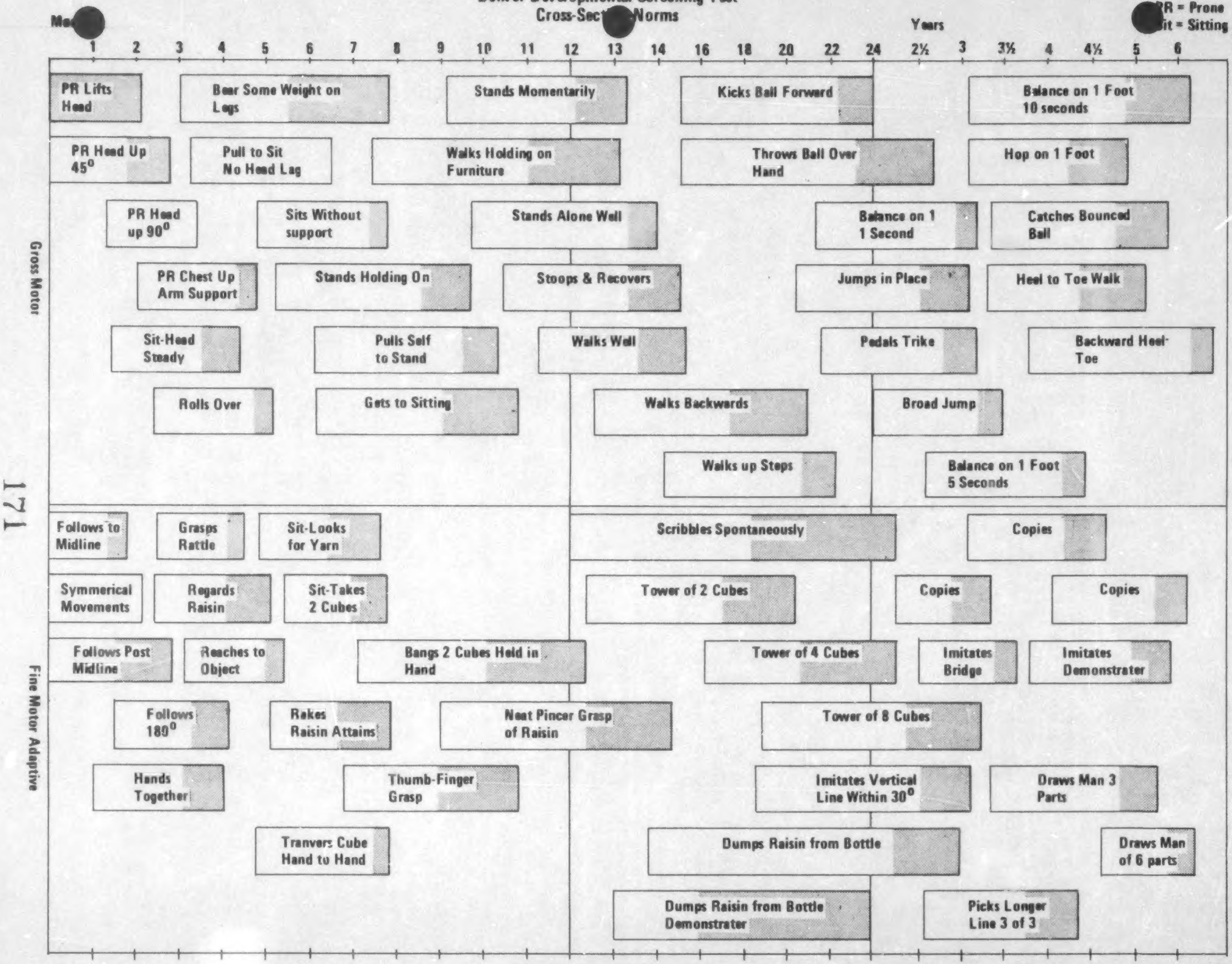
NOTE

The instruments in this appendix are reprinted here as examples of developmental scales available for use with Oregon children. Contact your county health office for assistance in using the Denver Developmental Screening Test.

You may also contact Ms. Edythe Connolly, Health Education Consultant, Maternal and Child Health Services, Oregon State Health Division, PO Box 231, Portland, Oregon 97207.

It should be noted that the Crippled Children's Division Developmental Progress Scale is for use with handicapped children only.

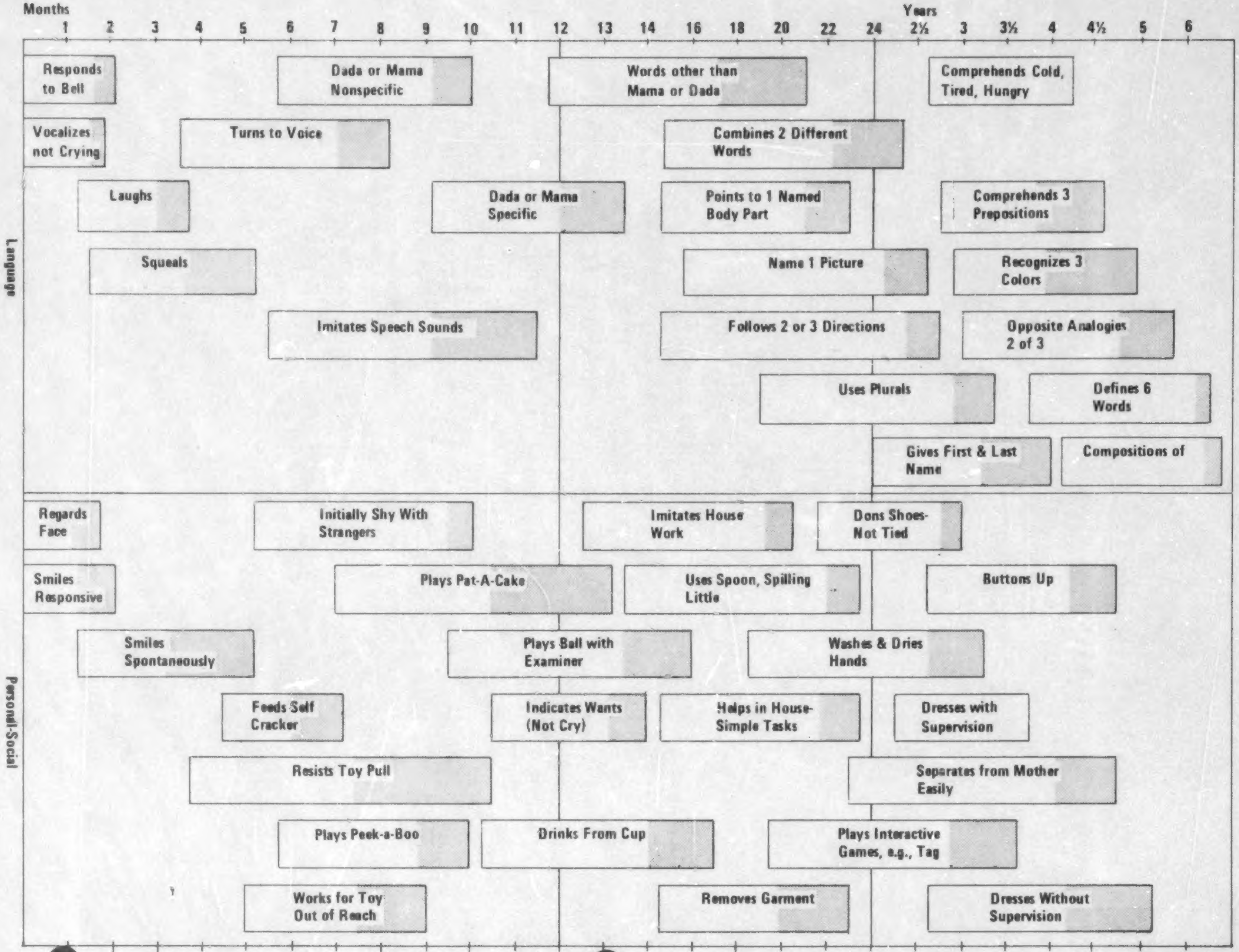
Denver Developmental Screening Test
Cross-Sec Norms



Percent of Children Passing

25 ———— 50 ———— 75 ——— 90 ———

Name ______________________ Birth Date ______________________


Months
Years
1
2
3
4
5
6
7
8
9
10
11
12
13
14
16
18
20
22
24
2½
3
3½
4
4½
5
6
Language
Responds to Bell
Dada or Mama Nonspecific
Words other than Mama or Dada
Comprehends Cold, Tired, Hungry
Vocalizes not Crying
Turns to Voice
Combines 2 Different Words
Laughs
Dada or Mama Specific
Points to 1 Named Body Part
Comprehends 3 Prepositions
Squeals
Name 1 Picture
Recognizes 3 Colors
Imitates Speech Sounds
Follows 2 or 3 Directions
Opposite Analogies 2 of 3
Uses Plurals
Defines 6 Words
Gives First & Last Name
Compositions of
Personal-Social
Regards Face
Initially Shy With Strangers
Imitates House Work
Dons Shoes-Not Tied
Smiles Responsive
Plays Pat-A-Cake
Uses Spoon, Spilling Little
Buttons Up
Smiles Spontaneously
Plays Ball with Examiner
Washes & Dries Hands
Feeds Self Cracker
Indicates Wants (Not Cry)
Helps in House-Simple Tasks
Dresses with Supervision
Resists Toy Pull
Separates from Mother Easily
Plays Peek-a-Boo
Drinks From Cup
Plays Interactive Games, e.g., Tag
Works for Toy Out of Reach
Removes Garment
Dresses Without Supervision

DATE____ ____ ____
Year Month Date
BIRTH____ ____ ____
AGE____ ____ ____

CRIPPLED CHILDREN'S DEVELOPMENTAL PROGRESS SCALE

Experimental Form
Developed by: Dr. Boyd
University of Oregon Medical School, Portland, Oregon

NAME____________________
UNIT NO.________________

MOTOR SKILLS

B	6 mos.	1	18 mos.	2	3	4	5	6	7	8
Follows object	Takes cubes	Builds tower of 2 blocks	Builds tower of 4 blocks	Builds bridge of 3 blocks	10 pellets in bottle 30"	10 pellets in bottle 23"	10 pellets in bottle 20"	10 pellets in bottle 18"	Arranges material neatly	
Rolls over	Sits without support	Walks alone	Walks upstairs	Rides tricycle	Alternates downstairs	Catches ball, bounced 2/3	Plays outdoors safely	Playground skills	Rides bicycle	
Grasps object	Cruises	Walks backward	Jumps	Balances on 1 foot 1"	Balances on 1 foot 5"	Balances on 1 foot 10"	Builds steps of 6 blocks	*Prints 1-20 few reversals	*Prints 1-20 no revers. 1/2"	
Bears weight	Stands alone	Stoops & recovers	Throws overhand	Cuts with scissors	Hops 1 foot	*Draws Man 4 parts	*Draws Man 6 parts	*Draws Man 9 parts	Cuts carefully	
Transfers objects	Pincer grasp	Scribbles	Imitates line	Copies circle	Copies cross	Copies square	Copies triangle	Copies vertical diamond	Uses tools to construct	

*-On back of drawing sheet

COMMUNICATION-INTERPERSONAL SKILLS

B	6 mos.	1	18 mos.	2	3	4	5	6	7	8
Responds to bell	Says-mama, dada	Plays ball	Show-mouth, eyes, hair, nose 1/4	Show-mouth, eyes, hair, nose 4/4	*Word list 9/22	*Word list 14/22	*Vocabulary 6/9	*Names animals 1' 9	Names days of week	
Babbles	Imitates sounds	Uses 3 to 5 words	Block-mother, table, floor 2/3	Blocks-give "just one"	Block-on, under, front, back 3/4	*Analogies 2/3	*Prints first name	*Prints full name	*Knows & writes date	
Follows person	Responds to no-no, bye-bye	Indicates specific wants	Combines words	Uses plurals-blocks, shoes	Do-sleepy, cold, hungry 2/3	Do-street, lost 1/2	Made of-fork, door, shoe 3/3	Reads 1.5 grade level	Reads 2.5 grade level	
Smiles	Reacts to strangers	Mimics chores	Helps in house	Gives full name	Show-"longer" 3/3 or 5/6	Show-"smoother" 3/3 or 5/6	Show-R-ear L-eye, R-leg L-arm 4/4	When-breakfast, bed, afternoon 3/3	Tells own address	
Turns to voice	1 Word-not mama, dada	Solitary play	Parallel play	Cooperative play	Separates-without fuss	Tells age	Competitive games	Answers phone takes message	Plays group games	

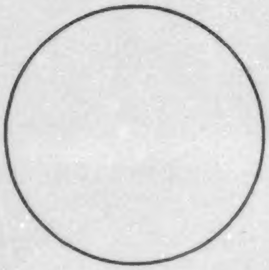
*-On back of this sheet

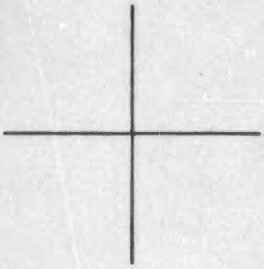
SELF SUFFICIENCY SKILLS

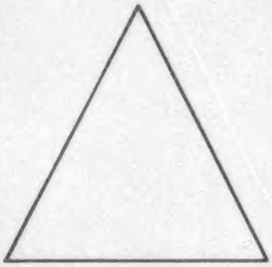
B	6 mos.	1	18 mos.	2	3	4	5	6	7	8
Head upright and steady	Drinks from cup	Feeds with spoon	Discriminates edible	Eats with fork	Feeds-pours, cuts with fork	Brushes own teeth	Names-penny, dime, nickel 2/3	Spreads own bread	Cuts own meat (knife)	
Recovers toy	Uncovers face	Chews food	Unwraps food	Gets own drink	Identifies red, yel., blue, green 3/4	Counts-4 and 3 blocks 2/2	Counts-10 and 8 blocks 2/2	Solves-2+1, 3+2, 4-1 2/3	Tells time, quarter hour	
Reaches for objects	Works for toy	Drinks without help	Solves pellet bottle	Washes, dries own hands	Toilet trained cares for self	Washes own face	Blows own nose	Bathes self	Makes change	
Occupies self	Pulls self upright	Overcomes obstacles	Goes about house	Avoids-street, knives, height	Buttons self	Goes about within block	Goes about, crosses streets	Goes to bed unassisted	Reads and follows signs	
Feeds cracker	Gets to sitting	Removes clothing	Puts on some clothes	Dresses with help	Dresses without help	Laces own shoes	Errands outside home	Ties own shoes	Makes self presentable	

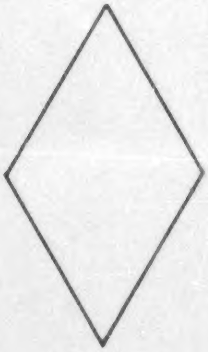
MENTAL SKILLS

B	6 mos.	1	18 mos.	2	3	4	5	6	7	8









APPENDIX J

RECORDS AND FORMS

Admission Application
Health Record

ADMISSION APPLICATION

Child Care Services - Preschool

Date:__________________

Name of child:__________________________________

Nickname:______________________________________ Male:_____ Female:_____

Date of Birth:__________________________________
Mo./Day/Year

Address:____ Phone:__________________

Father's Name:__________________________________ Occupation:____________

Business Address:_______________________________ Business Phone:________

Mother's Name:__________________________________ Occupation:____________

Business Address:_______________________________ Business Phone:________

Siblings:	Name	Sex	Birthdate	Age
1.				
2.				
3.				
4.				
5.				

Your Child's:

Previous group experience____

Special likes____

Fears____

Additional information you would like to add concerning your child__________

Persons allowed to call for child______________________________________

Why do you want to enroll your child in the preschool?____________________

Signed________________________________

Emergency phone number if parents
are gone:________________________

HEALTH RECORD

Child Care Services - Preschool

Date:________________

Child's Name:______________________________ Birthdate:____________

Address:____

Tuberculin Skin Test:____________ Date___________ Result________________
Tuberculin Chest X-Ray:___________ Date___________ Result________________
Contact with tuberculosis__________ Yes __________ No

Check previous illnesses of child:

_________Measles	_________Mumps	________Rheumatic Fever
_________German Measles	_________Scarlet Fever	
_________Chicken Pox	_________Strep Throat	

Allergies:____

Surgery, accidents, special problems or other illnesses:__________________

____

Date and type of latest immunization:	Date	Type
DPT	__________	________________

Vision________________
Hearing________________
Other physical findings____

____

Doctor's remarks:____

____

Date:_____________ Doctor's Signature:_________________________________

Should an emergency arise, I would like myself or ____________________ (Name)
__________________________________ (Address), ___________________ (Telephone No.), to be notified.

If we cannot be reached, I give my consent to Beaverton High School to call Dr. _________________________, ______________ (Telephone No.), and if necessary, any doctor for medical or surgical care for my child, at our expense.

Signature______________________________________ Date_________________

APPENDIX K

CHILD ABUSE

Factors in Child Abuse
Oregon Laws Relating to Child Abuse

FACTORS IN CHILD ABUSE*

The following material is presented as a guideline for the nonmedical person who would like to know how to recognize cases of abuse and neglect in order to help the parents.

Abuse and neglect may be present when several of these factors are in evidence.

THE CHILD:

Seems unduly afraid of the parents.
Is unusually fearful generally.
Is kept confined, as in a crib or playpen (or cage), for overlong periods of time.
Shows evidence of repeated skin or other injuries.
Has injuries which are inappropriately treated in terms of bandages and medication.
Appears to be undernourished.
Is given inappropriate food, drink, or medicine.
Is dressed inappropriately for weather conditions.
Shows evidence of overall poor care.
Cries often.
Is described as "different" or "bad" by the parents.
Does indeed seem "different" in physical or emotional makeup.
Takes over the role of parent and tries to be protective or otherwise take care of the parent's needs.
Is notably destructive and aggressive.
Is notably passive and withdrawn.

THE PARENT:

Or parents, discourage social contacts.
Seem to be very much alone and to have no one to call upon when the stresses of parenthood get to be overwhelming.
Is unable to open up and share problems with an interested listener and appears to trust nobody.

THE PARENT (Continued):

Seems to be quite detached from the child's problem.
Makes no attempt to explain the child's most obvious injuries or offers absurd, contradictory explanations.
Reveals inappropriate awareness of the seriousness of the child's condition (that is, of the injury or neglect) and concentrates on complaining about irrelevant problems unrelated to the injured or neglected appearance of the child.
Blames a sibling or third party for the child's injury.
Shows signs of lack of control, or fear of losing control.
Delays in taking the child in for medical care, either in case of injury or illness, or for routine checkups.
Appears to be misusing drugs or alcohol.
Ignores the child's crying or reacts with extreme impatience.
Has unrealistic expectations of the child: that the child should be mature beyond its years; that the child should "mother" the parent.
Indicates, in the course of conversation, being reared in a motherless, unloving atmosphere; mentions being neglected or abused as a child; comments about growing up under conditions of harsh discipline and feels that it is right to impose those conditions on children.

WHERE TO REPORT

If you know of a possible child abuse situation, call one of these agencies as soon as possible:

The nearest office of the Children's Services Division
The local juvenile court
Any law enforcement agency

Distributed by the Child Abuse Study Committee, Inc., PO Box 167, Salem, Oregon 97308

*This information was taken from the book, Somewhere a Child is Crying, by Vincent J. Fontana, Macmillin Publishing Co., Inc., New York. Copyright, 1973, by Vincent J. Fontana.

418.740 Definitions for ORS 418.740 to 418.775. As used in ORS 418.740 to 418.775, unless the context requires otherwise:

(1) "Abuse" means:

(a) Any physical injury to a child caused by blows, beating, physical violence or by use of a knife, gun, pistol or other deadly weapon where there is some cause to suspect that the injury was intentionally or wantonly inflicted.

(b) Neglect, including malnutrition, which leads to physical harm. A child who in good faith is under treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination by a duly accredited practitioner thereof shall, for this reason alone, not be considered a neglected child within the meaning of ORS 418.740 to 418.775 and 419.476.

(2) "Child" means an unmarried person who is under 15 years of age.

(3) "Public or private official" means:

(a) Physician, including an intern.

(b) Dentist.

(c) School teacher, school nurse or school principal.

(d) Public health nurse employed by a local health department.

(e) Social worker employed by the Children's Services Division, the Public Welfare Division, a county juvenile department, or a licensed child-caring agency.

(f) Peace officer.

(4) "Law enforcement agency" means:

(a) Any city or municipal police department.

(b) Any county sheriff's office.

(c) The Oregon State Police.

(d) A county juvenile department.

[1971 c.451 §2; 1973 c.408 §32]

418.745 Policy. The Legislative Assembly finds that for the purpose of facilitating the use of protective social services to prevent further abuse and to safeguard and enhance the welfare of abused children, it is necessary and in the public interest to require mandatory reports and investigations of abuse of children.

[1971 c.451 §1]

418.750 Duty of officials to report child abuse. Any public or private official having reasonable cause to believe that any child with whom he comes in contact in his official capacity has suffered abuse shall report or cause a report to be made in the manner required in ORS 418.755. He shall also make a report to his immediate supervisor, if any. Nothing contained in ORS 44.040 shall affect the duty to report imposed by this section.

[1971 c.451 §3; 1973 c.110 §2]

418.755 Report content. An oral report shall be made immediately by telephone or otherwise, and followed as soon thereafter as possible by a report in writing to a law enforcement agency within the county where the public or private official is at the time of his contact. Such reports shall contain the names and addresses of the child and his parents or other persons responsible for his care, if known, the child's age, the nature and extent of the child's injuries (including any evidence of previous injuries), the explanation given for the injuries and any other information which the reporter believes might be helpful in establishing the cause of the injuries and the identity of the perpetrator.

[1971 c.451 §4]

418.760 Duty of law enforcement agency receiving report; investigation; protective services for child. (1) Upon receipt of oral report required under ORS 418.750, the law enforcement agency shall immediately notify the appropriate medical investigator and the Public Welfare Division. The law enforcement agency and the medical investigator shall cause an investigation to be made to determine the nature and cause of the injuries to the child.

(2) If the law enforcement agency conducting the investigation or the medical investigator finds reasonable cause to believe that abuse has occurred, the law enforcement agency shall notify the district attorney, the Public Welfare Division and the juvenile department of the county in which it is located within 24 hours of the receipt of the oral report. The Children's Services Division shall offer protective social services of its own or of other available social agencies if necessary to prevent further abuses to the child or to safeguard his welfare.

[1971 c.451 §5]

418.765 Central registry of reports; forwarding of reports on change of residence. (1) Central registries shall be established and maintained by the Children's Services Division. Every law enforcement agency shall forward copies of all reports received to the state registry after investigation has shown that the child's injuries were the result of abuse or if the cause remains unknown. Each registry shall contain information from reports catalogued both as to the name of the child and the name of the family.

(2) If an abused child moves to another city or county in this state, the Children's Services Division may forward to the local law enforcement agency in the new city or county a copy of any report on file with the division pertaining to the child.
[1971 c.451 §6; 1973 c.306 §1]

418.770 Confidentiality of records; availability to law enforcement agencies and physicians. (1) Notwithstanding the provisions of ORS chapter 192 relating to confidentiality and accessibility for public inspection of public records and public documents, reports and records compiled under the provisions of ORS 418.750 to 418.765 are confidential and are not accessible for public inspection. However, the Children's Services Division shall make records available to any law enforcement agency of this state or any other state for purposes of subsequent investigation of child abuse, and to any physician, at his request, regarding any child brought to him or coming before him for examination, cure or treatment.

(2) Any record made available to a law enforcement agency in this state or a physician in this state, as authorized by subsection (1) of this section or subsection (2) of ORS 418.765, shall be kept confidential by the agency or physician.

(3) No officer or employe of the Children's Services Division or any law enforcement agency or physician shall release any information not authorized by subsection (1) of this section or by subsection (2) of ORS 418.765.
[1971 c.451 §7; 1973 c.306 §2]

418.775 Certain privileges not grounds for excluding evidence in court proceedings on child abuse. (1) In the case of abuse of a child, as defined in ORS 418.740, the physician-patient privilege, the husband-wife privilege, and the privilege extended to staff members of schools and to nurses under ORS 44.040 shall not be a ground for excluding evidence regarding a child's abuse, as defined in ORS 418.740, or the cause thereof, in any judicial proceeding resulting from a report made pursuant to ORS 418.750.

(2) In any judicial proceedings resulting from a report made pursuant to ORS 418.750, either spouse shall be a competent and compellable witness against the other.
[Formerly 146.770; 1973 c.110 §1]

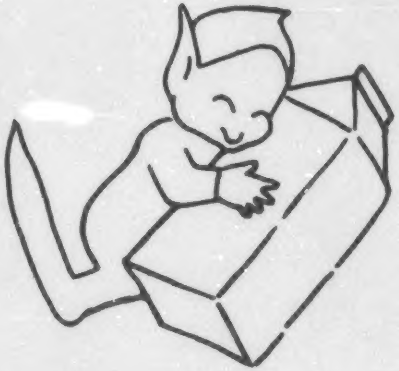
APPENDIX L

FEEDING YOUNG CHILDREN

Healthy Snacks
Foods for Young Children
If Your Child Is a Picky Eater...

HEALTHY • SNACKS

BUILD * HEALTHY BODY * HEALTHY TEETH * GIVE US ENERGY



JUICY

* ORANGES
GRAPEFRUIT
BLACKBERRIES
RASPBERRIES
STRAWBERRIES
OTHER BERRIES
TANGERINES
TOMATO
PLUMS
PEACHES
APRICOTS
CANTALOUPE
WATERMELON
OTHER MELONS
FRESH PINEAPPLE

* APPLES
PEARS
PICKLES
CANNED FRUIT WITHOUT SUGAR

CRUNCHY

* CARROTS
RADISHES
TURNIPS
RUTABAGAS
RAW POTATO
CAULIFLOWER
CABBAGE WEDGES
GREEN OR RED PEPPERS
DRY ENRICHED CEREALS (NO SUGAR OR FRUIT ADDED)

* CELERY
ONIONS
POPCORN
CUCUMBERS
LETTUCE WEDGES

THIRSTY

* ORANGE JUICE
GRAPEFRUIT JUICE
TOMATO JUICE
TANG
V-8 JUICE
WHOLE MILK
SKIM MILK
2% MILK
BUTTERMILK

* APPLE JUICE
CRANBERRY JUICE
PINEAPPLE JUICE

HUNGRY

* EGGS-HARD COOKED OR DEVILED
YOGURT-PLAIN
CHEESE CUBES
COTTAGE CHEESE
NUTS: PEANUTS, FILBERTS, WALNUTS
DRY ENRICHED CEREAL
CHICKEN
TURKEY
HOT DOGS
HAM
HAMBURGER
LUNCH MEAT
WHOLE WHEAT OR ENRICHED BREAD

FOODS FOR YOUNG CHILDREN

Things to Remember When Feeding Young Children

1. Children differ in body build; portion food according to the individual's capacity.

2. Children grow at different rates and therefore have different food needs.

3. Some children can control their muscles better than others; children start feeding themselves at different ages.

4. They imitate older children and adults.

5. A child should eat on a regular schedule.

6. Some rules and a little routine are desirable.

7. Let them feed themselves when they want; this helps to fulfill their need of self-importance.

8. Give them opportunities to be helpful around the kitchen.

Daily Food Needs for the Young Child

1. Milk Group: three or more child-sized servings.

    Milk provides protein to build muscles and body tissues, calcium and phosphorus for strong bones and teeth, and vitamins to promote growth and health.

    Think of fun ways to serve milk such as letting children fill their glasses from a pitcher at the table or use colorful straws.

2. Meat Group: two or more child-sized servings, including an egg.

    Meat provides protein for building muscles and body tissues, iron and phosphorus for healthy blood, and vitamins to promote growth and health.

    Moisture enhances protein foods; do not cook them until they are dried out.

    Meat substitutes include peanut butter, dried beans or dried peas.

    Use a variety of meats, fish, and poultry.

3. Fruit and Vegetable Group: four or more child-sized servings (1/2-1 medium fruit or 2-4 tbsp. vegetable).

Fruits and vegetables provide minerals to build bones, blood, and tissues, vitamins for growth and healthy skin, and roughage to promote regular elimination.

One of the servings per day should be an orange, grapefruit, other citrus fruit or tomato, or melon.

Need a serving of a deep green or deep yellow or orange vegetable or fruit at least every other day (i.e., spinach, broccoli, carrots, sweet potatoes, or apricots).

Children like crisp finger foods (i.e., cauliflower, carrots, celery.

4. Bread and Cereal Group: three or more child-sized servings (1/2-1 slice bread or 2-4 tbsp. cooked cereal).

Bread and cereal provide starches to supply fuel for activity, vitamins for healthy skin and growth, and minerals for healthy blood and bones.

Substitutes include macaroni, rice, and spaghetti.

Serve portions in an appetizing manner: make a face on the cereal or cut bread in slices.

Things to Remember When Planning Snacks

1. Plan snacks that not only look and taste good but also have nutritional value. Do not provide just "sweets."
2. Children need energy during the day as they play so pick a food with natural sugar for energy, such as a fruit.
3. Food between meals is best if eaten the same time each day.
4. Examples of snacks: fresh fruit wedges, caulifowerettes, carrot sticks, celery sticks, peanut butter on bread or crackers, cheese wedges, fruit juice, slices of lunchmeat, jello cubes.
5. If child is always hungry, think of some of the reasons: boredom, need for affection, or growth spurt.

Meal Habits

Making meal times enjoyable is very important because children form their attitudes toward food from such experiences. Some ways of making meals fun for children and allowing them some responsibility are:

1. Provide small utensils for the child (e.g., small forks and spoons and/or a small pitcher).
2. Encourage the child to eat without assistance. Use a comfortable table and chairs.
3. Try to make meal times happy. It is best to have the child calm down after play before eating. Include the young child in discussions at the table; avoid arguments.
4. It is nice to give the child some freedom to choose food (and to eat in his own way). Do not make meals restricting.
5. Food should be "eye-catching" with bright colors and varied textures.
6. Remember to serve small servings so the child is not overwhelmed with too much to eat.
7. Try adding one new food at a time. Avoid forcing a food on a child.
8. Do not use desserts as a bribe to get your child to eat other foods.

IF YOUR CHILD IS A PICKY EATER
THERE ARE MANY WAYS THAT
MAY HELP TO STIMULATE
HIS APPETITE

1. Let him feed himself just as much as he can. Try to let him make his mess without comment. If he slows down because the effort of feeding himself is too much, or because he is bored with it, spoon up a bite or two in between his own attempts.

2. Keep helpings small if he has not been finishing his meals. Many a youngster is met by a plate of food that is far too much for him. This will not stimulate his appetite, it will merely discourage him when he sees the mountainous task ahead. When your child has eaten all he wants or needs, you can hardly notice the difference in the appearance of his plate.

3. If he wants seconds, let him choose the food he wants. This gives him a feeling of being a free agent, and having the choice about what he will eat. If he selects meats and no greens, let it go at that.

4. Make his plate attractive. You can also add bright bits of color that have the added advantage of tasting good, will interest your toddler as much as they will your adult dinner guest.

5. Preschool children can eat the regular family fare, except for occasional food that is very highly seasoned or rich. If you eat lunch or dinner with him, you might allow him to taste some new foods from your own plate. A taste of shrimp or other unusual food, that is a special treat, is eaten with a different feeling from the one that is pushed at the child.

6. Do not use desserts as a bribe to get your child to eat other foods. Actually wholesome sweets such as stewed fruits and simple puddings are taken as a perfectly legitimate part of any child's diet if they are taken in reasonable quantities. If he does not eat much of his main course, it may be better for him to have a little extra fruit at dessert rather than having it withheld completely.

7. If your child has any violent food dislikes at one time or another, respect them. For instance, some children do not like any cooked greens, but raw greens as in salads are o.k.

8. Allow a reasonable time to eat the meal and then remove it casually. Let him feed himself as much as possible. If he needs help, or asks for it, give it to him as much as it is needed and then let him take over again. If your child has had a severe illness, it may take him awhile to get his usual appetite back, but do not rush him.

9. Keep mealtimes pleasurable. No child eats eagerly and with enjoyment if he is being scolded about eating or anything else, for that matter. After he moves into a chair make sure his feet can touch the floor and that he is comfortable when he is at the table.

10. If your child clings to his bottle until well into his second year, be patient with him. The sucking needs of individual children vary widely.

APPENDIX M

A POEM

The Little Boy

The Little Boy*

Once a little boy went to school.
He was quite a little boy.
And it was quite a big school.
But when the little boy
Found that he could go to his room
By walking right in from the door outside,
He was happy.
And the school did not seem
Quite so big any more.

One morning,
When the little boy had been in school awhile,
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy.
He liked to make pictures.
He could make all kinds:
Lions and tigers,
Chickens and cows,
Trains and boats--
And he took out his box of crayons
And began to draw.

But the teacher said: "Wait!
It is not time to begin!"
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make flowers."
"Good!" thought the little boy.
He liked to make flowers,
And he began to make beautiful ones
With his pink and orange and blue crayons.

But the teacher said, "Wait!
And I will show you how."
And it was red, with a green stem.
"There," said the teacher.
"Now you may begin."

The little boy looked at the teacher's flower.
Then he looked at his own flower.
He liked his flower better than the teacher's.
But he did not say this.
He just turned his paper over
And made a flower like the teacher's.
It was red, with a green stem.

*Source: Oregon State University, School of Home Economics, HM 250x

On another day,
When the little boy had opened
The door from the outside all by himself,
The teacher said:
"Today we are going to make something with clay."
"Good!" thought the little boy.
He liked clay.

He could make all kinds of things with clay.
Snakes and snowmen,
Elephants and mice,
Cars and trucks--
And he began to pull and pinch
His ball of clay.

But the teacher said:
"Wait! It is not time to begin!"
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make a dish."
"Good!" thought the little boy.
He liked to make dishes,
And he began to make some
That were all shapes and sizes.

But the teacher said, "Wait!
And I will show you how."
And she showed everyone how to make
One deep dish.
"There," said the teacher.
"Now you may begin."

The little boy looked at the teacher's dish.
Then the little boy looked at his own.
He liked his dishes better than the teacher's.
But he did not say this.
He just rolled his clay into a big ball again,
And made a dish like the teacher's.
It was a deep dish.

And pretty soon
The little boy learned to wait,
And to watch,
And to make things just like the teacher
And pretty soon
He didn't make things of his own anymore
Then it happened
That little boy and his family
Moved to another city,
And the little boy
Had to go to another school.